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ABSTRACT

A differentiated staffing model involving the use of adult educational assistants to work with the kindergarten teacher and children within the classroom was utilized as the experimental concept for an Early Childhood project funded under Title I of the 1965 Elementary Secondary Education Act in the 1970-71 school year. The primary purpose of the program was to assign educational assistants to help the kindergarten classroom teacher and to provide services for the children. The kindergarten educational assistants were assigned to work six hours a day, three hours in the morning and three in the afternoon. It was thought that the added adult would make it possible to provide individualized instruction within the classroom. The adult would assist the teacher in developing improved attitudes, skills, and habits in accordance with specific objectives established by the teacher and group. As part of the project, services were also provided for the nutritional (lunch), emotional, and social needs of the program. The objectives for this project were established to accomplish: (1) Readiness for Reading in First Grade; (2) Listening and Speaking Skills for First Grade; (3) Beginning Reading for Individuals; (4) Personal Experiences; (5) Increased Self-Worth; (6) Social, Emotional, and Physical Growth; and, (7) Scholastic Achievement. (Author/JM)

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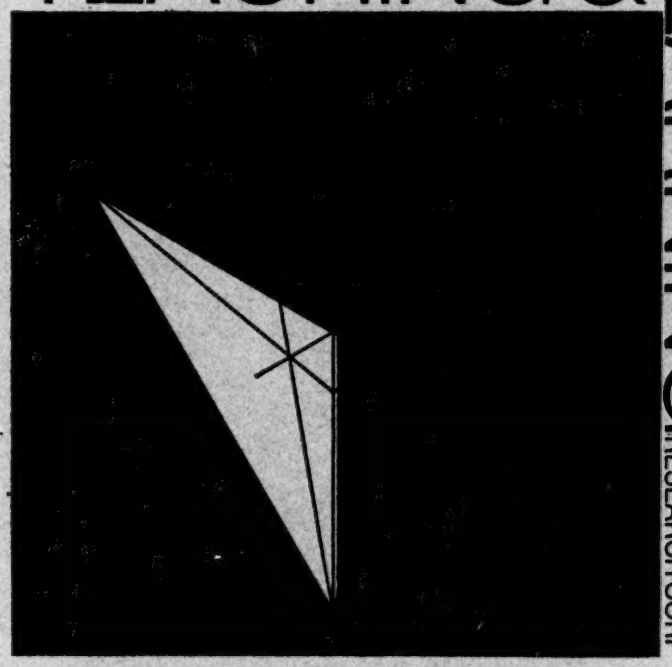

RESEARCH CORP

GROUP C
KINDERGARTEN PROGRAMS
DISTRICTS #4, 5, 9, 27

1970-71 **ESEA Title I**

Board of Education of the City of New York

FINAL REPORT

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FINAL REPORT
OF THE EVALUATION
OF THE

1970-1971

GROUP C-KINDERGARTEN EDUCATION PROGRAMS

ESEA TITLE I PROGRAMS

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1970-1971 school year.

TEACHING & LEARNING
RESEARCH CORP.

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GROUP C-KINDERGARTEN EDUCATION PROGRAMS

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Thank you.

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EXECUTIVE SUMMARY

A differentiated staffing model involving the use of adult educational assistants to work with the kindergarten teacher and kindergarten children within the kindergarten classroom was utilized as the experimental concept for a Title I-ESEA Early Childhood project in 1970-71 school year.

Four New York City school districts were involved in this research project, School Districts 4, 5, 27Q and 9. (Function Nos. 39-11604, 41-11604, 49-11604 and 85-11603).

While these four Community School Districts did not draft the original proposal for this project, they were included in the final project sample and they did participate fully.

The primary objective of the Title I-ESEA proposal was to assign educational assistants to assist the kindergarten classroom teacher and to provide services for kindergarten children.

The kindergarten educational assistants were assigned to work 6 hours each day, 3 hours in the a.m. and 3 hours in the p.m.

It was felt that the added adult (in the form of an educational assistant) would make it possible to provide individualized instruction within the classroom. The adult would assist the teacher in developing improved attitudes, skills and habits in accordance with specific objectives established by the teacher and group.

As part of the project, services were also to be provided for the nutritional (lunch), emotional and social needs of the children.

A unique part of the evaluation project was included in School District #9 where, in additional to educational assistants in the kindergarten classroom, one (1) social worker and one (1) parent-program assistant was scheduled to work with the families, and the children of the kindergarten classes in the project schools.

The objectives for this project were established to accomplish (1) Readiness for Reading in First Grade; (2) Listening and Speaking Skills for First Grade; (3) Beginning Reading for Individuals; (4) Personal Experiences; (5) Increased Self-Worth; (6) Social, Emotional and Physical Growth; (7) Scholastic Achievement.

Our evaluation studied the "effect" and "affect" of the educational assistant, social worker and parent-program assistant on the kindergarten programs, learner, teacher and the kindergarten teaching-learning environment.

A random sample, consisting of approximately 29% of the elementary schools from within each of the Community School Districts 4, 5, 27 and 9 identified for this evaluative study, was picked.

Fourteen (14) elementary schools were selected which contained 36 kindergarten classes, teachers and educational assistants.

Our evaluational objectives for the random sample were to:
(1) conduct a role-function analysis of the educational assistants behavior;
(2) to assess the differences in range and types of interactions;
(3) to assess the roles of the social worker and parent program assistant;
(4) to identify types of kindergarten environments;
(5) to measure the reading readiness scholastic achievement of the kindergarten children.

It was hypothesized that 80% of the kindergarten children would attain scores on a standardized reading test indicating that they are prepared to received reading instruction in First Grade.

Each school district and elementary school in the sample population was visited at least 3 times "on-site" during the project to gather data.

Two "on-site" visits were for the purpose of conducting classroom observations in each of the sample "k" classes using the evaluation committee's original observation form - the Kindergarten Descriptive Interaction Behavior Form.

Interviews were conducted during "on-site" visits with the kindergarten teachers; educational assistants, social worker, parents and administrators for data gathering and observation evaluation purposes.

In June, the Metropolitan Readiness Test and the New York City Pre-Reading Assessment Test were administered to the kindergarten sample classes.

As a result of our investigation, five Early-Childhood-Kindergarten Teacher-Educational Assistant-Kindergarten-Human Interaction Environments were identified and categorized along a continuum:

a) Teacher Controlled
b) Teacher Led
c) Teacher and Educational Assistant Led
d) Teacher and Educational Assistant Monitored
e) Laissez-Faire

Based upon our 72 classroom observations and interviews, the sample population was categorized with:

a) 21% of the classes operated in Teacher-Controlled Environments.
b) 33% of the classes operated in Teacher-Led Environments.
c) 24% of the classes operated in Teacher-Educational Assistant Led Environments.
d) 10% of the classes operated in Teacher-Educational Assistant Monitored Environments.
e) 12% of the classes operated in Laissez-Faire Environments.

It was concluded that in each of these five environments different assumptions are held with respect to how children learn and these assumptions are reflected in the behavior encouraged by both children and adults in the environment.

Roles for all persons in the environment vary among the different settings. These roles seem to be the result of dynamic interaction rather than from personality traits and would appear modifiable.

Overt and covert conflict were most noticeable in the Teacher Controlled and Laissez Faire Environments.

A complete list of Role-Function-Interaction behavior within each environment was identified for administrators who may wish to select personnel within the kindergarten environment in order to modify behavior and hopefully learning.

The Metropolitan Readiness Test results and the New York City Pre-Reading Assessment Test results yielded little significance due to the lack of "power" of the measurement instruments.

All school districts and all "k" teaching-learning environments performed on the "average" (mean) with the National, State and New York City norms.

"Averageness" on the tests indicated that all classes were within the range of the 25 percentile to 75 percentile in comparison with other kindergarten classes.

One sub-class grouping was identified for possible further study for its "high-average" performance. The Teacher-Educational Assistant Monitored Environment produced "high-average" results which merit additional study.

The interviews and observations of the social worker in District 9 support the positive influence and effectiveness of this program.

The parent-program assistant in District 9 was not hired throughout the school year and, therefore, there was no program to evaluate.

In conclusion, it is recommended that the Educational Assistant "K" Program be continued and further studied using more powerful standardized measurements, also, a smaller sampling of students within each identified "k" environment for individual "tasks" and "language" measurement.

The Social Worker Program in District 9 should be continued and, on a last priority basis, the Parent Assistant Program started up for evaluation purposes.

CHAPTER I

BACKGROUND-REVIEW OF LITERATURE

I. BACKGROUND

A. Introduction

Critics of current educational practices are rampant.

The most general charge of the critics is that the schools are failing to educate the children of the poor, and that although much more is spent per child on education now than in 1955, not much headway with the education of disadvantaged children has been made (Havinghurst, 1968).

The greatest performance inequalities shown by culturally deprived children typically are on measures which require language ability (Karnes, 1968).

> Such children are apt to have various linguistic liabilities: limited vocabularies, poor articulation and syntactical deficiencies that are revealed in the tendency to rely on unusually short sentences with faulty grammar (Hunt, 1964).

The culturally deprived child's language inequalities are receiving ever increasing scrutiny. Convincing evidence of the ways in which speech structures the child's thinking and conditions his mental outlook have been presented by the Russian psycholinguists Vigotsky and Luria. Moreover, British sociologist Basil Bernstein has theorized that differing social class speech patterns effect the perpetuation of efficient or poor manners of cognition (Landreth, 1968). Thus, the implied consequences of verbal deficiency are staggering.

As a result of Bernstein's landmark investigation into the effects of social class membership upon language development and concommitant cognitive development processes, many subsequent investigations (Cazden; Shipman and Hess, etc.) have been established. Yet, in spite of this relatively abundant new mass of research which has been accumulated during the past decade, absolute criteria for the selection of optimal age levels, personnel involvement, materials and procedures are still to be established. However, these investigations have provided educational practioners with useful suggestions as to the materials, procedures, and techniques which effectively facilitate the socialization-verbalization-intellectualization triad which is the basis of early childhood (infants, pre-school and kindergarten) intervention programs.

B. Optimal Age Level

Bayley (1965) analyzed the performance of 1,409 children as part of the standardization procedure of her Scales of Mental and Motor Development. She found that at all assessment points up to fifteen months of age there were no significant differences as a function of sex, birth order, parental education, geographic residence, or race on the Mental Scale. Hunt, (1964)

theorized that those crowded conditions generally present in the lower class home which might appear to inhibit adequate personal development of the child might in fact constitute an intellectually stimulating milieu superior to that of the middle class home up to the age of approximately two years, at which time basic language needs were not met for the child by the harassed adults in his environment. White and Bruner sought to discover factors that produced competence in preschool children. They found that competent behavior, in terms of all-around ability in coping with personal, social, and academic problems, was usually established by age three (White, 1970). Moreover, " . . . after the child reaches three, it becomes increasingly difficult to bring about change in his level of competence" (White, 1970). Caldwell succinctly stated:

> All research . . . points consistently to the period of roughly 18 months to 3 years as being the time at which significant differences in cognitive level and style begin to distinguish children from relatively privileged and underprivileged backgrounds (Caldwell, 1970).

Not surprisingly, this age span (roughly 18 months to 3 years) appears to coincide with what researchers have identified as the basic language acquisition period. Grammatical speech does not exist before one-and-a-half years of age, yet, according to existing data, the basic process is complete by three-and-a-half years. The basis for the competence of adult grammar emerges in this time span of 24 months (McNeill, 1966).

In summary, findings of these research studies and hypotheses of authorities suggest the optimal age level for initiating environmental intervention procedures with young children is roughly between ages two and three.

C. Personnel Involvement

To date, all effective programs of environmental intervention have required a very high ratio of trainers to children. Representative ratios are one trainer (teacher, educational assistants, adult or paraprofessionals) to every five children over four years of age and one trainer to every three children four years of age or under (Zavitkovsky, 1970). Ratios of one adult to one child are not rare. As Maccoby, (1968) wrote, " . . . the manpower requirements for adult personnel to staff these programs are staggering." So are the costs for maintaining such programs.

Program costs typically range from that of Karnes' (1970) Ameliorative Preschool of $500.00 per child per seven months ($643.00 per nine months) with an adult-child ratio of one to five, to that of Weikart's (1970) Perry Preschool Project at $1,000 to $1,500 per child per academic year at an adult-child ratio of one to four. Good preschool and kindergarten programs which go beyond a more simple custodial function are undoubtedly expensive.

Maccoby, Karnes, Lippitt and Bronfenbrenner are among those researchers who have suggested that a feasible alternative to high adult-child ratios and

the proportionately high costs for effective early childhood programs may be found. To quote Maccoby (1968):

We may be overlooking an important source of manpower in older children. Bronfenbrenner (1962) has reported the ways in which the Russians have been enlisting 11- and 12-year olds to help teach younger children. Ronald Lippitt (U.S. Office of Education, 1964), at Michigan has recently been making some experimental effors to train children of that age to work with younger children. He has a training laboratory for children at approximately the sixth-grade level, in which the children observe nursery-school teachers and observe one another in interaction with younger children, and have seminars to discuss desirable and undesirable methods for dealing with various instances of problem behavior the nursery-school children display. Lippitt reports that sixth-grade children can be astonishingly skillful and insightful, but that they need adult guidance to bring out these qualities; one cannot, of course, put an untrained 11-year-old in a nursery school and expect him to be an effective teacher. There might be some important gains in making greater use of older children in our pre-school programs; it is true that it would take time and personnel to train them, but once trained they could increase the total amount of individual attention it is possible to devote to the children in a pre-school program, and there is the further advantage that training older children to act as teachers and helpers might improve their performance as parents and teachers when they are grown.

Further support of the idea of involving older children and, more specifically, involving <u>older siblings</u> of pre-school children is found in both the work of Burton White and Dolores Durkin. White (1970) studied 170 homes, and from this study evolved a description of five mother prototypes. They ranged from Super Mother, who conscientiously and leisurely taught her child; Smothering Mother, who constantly directed and controlled her child; Almost Mother, who enjoyed but did not aid her child; Overwhelmed Mother, who had too many children and too little money to provide her child with individual attention; to Zoo Keeper Mother, who was highly organized, provided her child with many educational toys, and left him along for long periods of time to play with them.

White identified the Overwhelmed Mother prototype as most typical of the lower class mother, although examples of this prototype were also found within middle class homes. Thus, evidence to suggest that the lower class mother does not direct, but rather copes with, her child's behavior exists. Dolores Durkin's (1962) findings further suggest that someone other than the mother directs the activity of the child from the lower socio-economic home.

In a survey of children who learned to read prior to entering the first grade, Professor Durkin found, " . . . <u>over 55 per cent of the children who learned to read before coming to school came from lower socio-economic homes</u> (italics in the original)." She indicated that it was apparently the older brother or sister who played the decisive role in helping the preschooler learn to read before he entered school.

D. Educationai Assistants

Another model of personnel involvement at the kindergarten-early childhood levels of American Education, which has been gaining in popularity, is the emerging concept of differentiated staffing or team relationships which incorporate the use of teacher's aides, paraprofessionals, educational assistants and/or lay adults (young and old) to work with a classroom teacher and to relate with children in a classroom instruction setting.

The functions, roles and duties of the educational assistants appear to vary in practice with the objectives of the instructional program and with the interpersonal relationships created by the personality of the "team" or teacher in charge.

Dwight Allen (1970), Edelfelt (1970) and Lown, Lee and Firester (1970) all suggested that the additional resource of older children, young, middle-aged and older adults to work with the classroom teacher in the classroom could help to reduce student-adult instructional ratios. It is believed that such lower teaching ratios could lead to more individualization of instruction. They reasoned that with the additional adult aide there would be greater opportunity for individualized communications, personal guidance, attention and problem solving situations to occur within the daily program. In addition, more opportunities for incidental and accidental discoveries and learning "happenings" would become an integral part of the early-childhood curriculum. Weaver (1970) pointed out that one of the liabilities, which might occur with increased lay personnel in the classroom could be a reinforcement of culturally induced negative language syntactical patterning, or bi-lingual patterning which might deter "proper" language development. She illustrated that this cultural language reinforcement could be minimized if desired by the personnel involved consciously transliterating the communications into "echo talk", the acceptable linguistic patterns with the children.

Gordon (1970), Weaver (1970) and Bertoldi (1971) have added an additional dimension to the adult assistant concept by advocating the use of a differentiated staff of "family" adults within the class environment to enhance learning. Their enrichment of the differentiated staff concept to individualize "reality" communications, envisions family learning and grouping patterns to facilitate doing, telling, asking, reciting and decision making language development. The new concept would add additional aides (educational assistants) to the classroom environment according to family role, age and sex patterning. For example an older boy would be included to foster the older or "big" brother image; older girl-"big" sister; adult male-father image, uncle etc.; older female-mother image; old male-grandfather influences; old female-grandmother concept and influences; and others as the family communications needs emerge. The primary rationale for this differentiated staffing appears to be "reality", designed to follow the class groups, family, community, society and cultural heritage contained within the immediate perceptions of the child.

Weaver (1970) believes that life's communications circles will help foster a proper and extensive language development experience for the young child.

In summation, the concensus of authoritative opinion recognized that the early years of life are extremely important for one's intellectual, social, emotional, physical, health, scholastic and personality development throughout life. Behavior patterns, experiences, approaches towards problem solving and values learned in the first five years of life will effect one's perceptions of the world throughout his entire life cycle. Parents, educators, social scientists, philosophers and just about everyone, are trying to determine and establish the most desirable learning environment for the young child which will produce the maximum positive growth and development in all child development areas during these important early years of life. While some may still argue an absolute position which is applicable for all young children, most authorities assume an eccletic posture and seem to advocate an evaluative approach which encourages a diagnostic, prescriptive, doing approach that allows young children to explore and learn. They support the theses that both nature and nurture; mother and father; parents and school (teacher); heredity and environment all collectively influence the young child's growth. That concern and interest in one side should not alter one's equal concern for the influential effect of the other side.

The recent dramatic realizations that the interpersonal relationships and personality patterns of the people influencing the child during his early stages of life, affects his language development and his personality traits for life has caused educators to rethink many of the traditional early childhood learning environments.

Research by Benjamin Bloom (1964) is still a landmark investigation which shows that about 50% of an individual's measureable intelligence is developed in his first four years and another 30% by the age of eight. Also that 50% of a boy's aggressive personality traits are formed by age of three.

As a result of these types of statistics and the various authoritative influences (mentioned in this review of the literature) upon early childhood-kindergarten education, many educators and school districts are reevaluating their early childhood-kindergarten programs, environments, organizational patterns and personnel commitments.

Following in this report is an evaluation of one such attempt to redesign kindergarten education in the New York City Schools in 1970-1971.

CHAPTER II

PROGRAM DESCRIPTION

I. INTRODUCTION

A. Participating New York City School Districts: 4, 5, 27Q, and 9.

B. Program Identification Numbers:

District #4: Total Project, First Umbrella-Title I Early Childhood Project; B/E Function #39-11601-7. Specific Function Number for this evaluation project; Kindergarten Program B/E #39-11604.

District #5: Total Project, First Umbrella-Title I Early Childhood Project; B/E #41-11601-7. Specific Function Number for this evaluation project: Kindergarten Program B/E #41-11604.

District #27Q: Total Project, First Umbrella-Title I Early Childhood Project, B/E Function #85-11601-7. Specific Function Number for this evaluation project: Kindergarten Program B/E #85-11603.

District #9: Total Project, Early Childhood Umbrella B/E Function #49-11601-7. Specific Function Number for this evaluation project: Kindergarten Program B/E #49-11604.

C. Background

The Bureau of Educational Research of the Board of Education of the City of New York, prior to the 1969-1970 school year envisioned a comprehensive early childhood program which would improve the scholastic, personal and total development of educationally disadvantaged young children in New York City.

Acting as a central coordinating R & D Bureau, for the then Central New York City School Board, the bureau designed a comprehensive early childhood "umbrella" research project which embraced an experimental design concept and a longitudinal study covering pre-school, kindergarten, early elementary and later elementary levels within the scope of the study. The research design undoubtedly envisioned that the many variables inherent within the research design would be controlled and coordinated centrally by the Central Bureau of Research. This central coordination, articulation, and communications, functioning as a research project team, was never to materialize because of the decentralization of the New York City Elementary Schools into 33 local Community School Districts in 1970.

After decentralization the tasks of coordinating, articulating, communicating and implementing the Early Childhood-Title I, ESEA Research Design Project fell to the various local Community School Personnel.

The original research project as proposed by the Central Bureau was a comprehensive, inclusive, "umbrella" early childhood project which embraced many functions and included child care, health care, lunch programs, parent work projects, social work, environmental designs with additional equipment and supplies, teacher training, and educational assistants to assist the classroom teachers. The overall thrust of the project to help the educationally disadvantaged child improve his language development and to "affect" positively his total growth and development in all areas.

Upon decentralization, a few of the local Community School Districts resented the fact that, by official design, they were included in the Early Childhood Title I Research Project. They resented the project concept which used their money, and which allowed them little or no say when drafting the design proposal. This animosity was to rear its ugly head throughout the project in the form of open hostility, legal actions, comments directed at the evaluators, resentment, apathy toward fulfilling central project's requirements, attempts to change programs, objectives, and to meaningfully divert funds to programs where a more immediate local need was felt.

However, the vast majority of local school districts and personnel involved in the Early Childhood project embraced the central office proposals, and under such adverse conditions as setting up new central offices, new superintendents, new principals, and limited operating facilities, equipment, supplies and budgets, made personal commitments to fulfill the total requirements of the research project.

During the early stages, there was much flexibility, communications and mutual decision making in our attempts to clarify the research objectives, operating procedures and specific early childhood programs for which each school district and each evaluation team would be responsible.

In the final analysis, the original "umbrella" comprehensive project was decentralized and subdivided into many local projects. Instead of one lump sum experimental factor (x) embracing many early childhood activity approaches - each separate early childhood activity became new experimental variable (x').

The role, function, and task of this evaluation committee was to isolate the experimental variable of the use and effectiveness of educational assistants. Our evaluation was delimited to: "The 'effects' and 'affects' of the educational assistant, social worker and parent program assistant on the kindergarten program, learner and teacher."

The task of separating the influences of the educational assistant upon the young child, as differentiated from the influences of the other experimental conditions like health, parents, food, environment, social worker, supplies, etc. was never accomplished to the complete satisfaction of the evaluation committee.

However, under the circumstances we feel that significant directions have been charted by this evaluation process and by the results in this report, which have formulated the basic concepts for future researchers.

II. PROGRAMS

A. DISTRICT 4 (Function No. 39-11604)

Thirty-seven educational assistants/teacher aides will be assigned to kindergarten classes to assist the teacher and provide services for the children. They will work a six-hour day. Educational assistants will participate in a scheduled in-service training program provided by the Auxiliary Educational Career Unit.

TABLE 2A

Schools with Number of Educational Assistants/Teacher Aides

Schools	Educational Assistants
PS 7	3
PS 72	2
PS 80	2
PS 96	4
PS 101	4
PS 102	2
PS 107	2
PS 108	3
PS 109	2
PS 112	3
PS 121	3
PS 155	2
PS 171	2
PS 57	3

Free lunch will be provided for kindergarten children. Health and Dental services will be provided by the Department of Health.

The Bureau of Child Guidance will provide social services for the child and his family. The Educational Careers Program and the Bureau of Child Guidance will cooperate with the Early Childhood Education Bureau in planning activities involving parents and kindergarten teachers.

B. DISTRICT 5 (Function No. 41-11604)

Kindergarten classes will be organized on a three-hour basis for the morning session and on a three-hour basis for the afternoon session. All paraprofessionals will work a six-hour day.

The program began September 14, 1970 and ended June 30, 1971. An educational assistant will be assigned to each kindergarten class and assist the teacher to provide more individualization of instruction for each pupil.

Thirty-eight educational assistants will be assigned to the following schools in order to reduce the pupil-adult ratio and to improve the educational functioning of disadvantaged children. The educational assistants will work a six-hour day and participate in the Auxiliary Educational Career Unit in-service training program.

TABLE 2B

Schools with Number of Educational Assistants/Teacher Aides

Schools	Educational Assistants
PS 30	2
PS 36	4
PS 46	4
PS 68	2
PS 79	3
PS 123	4
PS 129	2
PS 133	2
PS 156	1
PS 161	4
PS 175	2
PS 197	3
PS 200	5

The approximate number of 1630 children will receive free lunch and be provided with a budgeted snack. The Bureau of Child Guidance will provide social services for the child and his family.

The Bureau of Early Childhood Education will work cooperatively with the Educational Careers Program and the Bureau of Child Guidance in planning and participating in activities involving parents and kindergarten teachers under the direction of the school principal; and the Early Childhood supervisor will plan meetings and workshops with parents on: program development for five-year olds, the role and responsibility of the school and the home, etc. as requested by the parents.

C. DISTRICT 27Q (Function No. 85-11603)

The kindergarten children included in this proposal will be entrolled in public elementary schools identified as poverty area schools by the Council Against Poverty. A reduced adult-pupil ratio is provided to each Title I eligible school through additional personnel as follows:

Assigned to each kindergarten class will be a paraprofessional, community based person, who is trained to work cooperatively with the kindergarten teacher as an educational assistant for six-hours a day.

The added adults, teachers and/or educational assistants, will make it possible to better meet the needs of each child. Educational Assistants will work in close relationships with the teacher or teachers assigned. Their concern will be to assist teachers in developing improved attitudes, skills and habits in accordance with specific objectives. They will assist in giving small group instruction, assist in working with children at centers of interest, assist in

maintaining wholesome classroom atmosphere, and assist in the selection and acquisition of materials appropriate to the cultural background of the children. They will also assist in the use of audio-visual materials, supervision at games and on trips and will give bi-lingual instruction when possible. They will also assist the teacher in the performance of such monitorial, clerical and administrative duties as are required. In general, they will assist the teacher to the greatest extend possible in order to give each child the maximum degree of small group and/or individualized instruction possible.

Paraprofessionals assigned to classes will be residents of the community. Some may be parents in the schools. These educational assistants living in the community form a vital link between the home, the school and the community in the improvement of communication and interpretation of the objectives in the program.

A small amount of money is alloted for the purchase of additional supplies and materials so that adults can better provide individualized and small group instruction. The number of children participating in kindergarten is 1,035. The number of educational assistants and/or other adults participating in this program is 28. The staff-participant ratio is 100%.

To summarize, this proposal will cover the cost of:

a) 28 educational assistants in kindergarten who will work six hours a day for 200 days, and
b) Monies for additional classroom supplies

1. Related Services

It is strongly recommended that these children will be provided with the following necessary services vital to their nutritional, emotional, social and intellectual development.

a) Free lunch program and appropriate snacks
b) Social services for the child and his family (Bureau of Child Guidance). A team of social worker, psychologist and a family assistant (para-professional) should work in cooperation with the teacher providing the necessary social services component.
c) Health and medical and dental services will be provided to each child with remediation where indicated.

D. DISTRICT 9 (Function No. 49-11604)

The following Title I schools in District 9: P.S. 42, 55, 63, 88 and 132 will be provided with the services of one (1) social worker and one (1) parent program assistant to work with the families and the children of the kindergarten classes in the above mentioned schools. The social worker will be employed full time and the program assistant will work for five (5) days per week, five (5) hours per day, for a total of 200 days.

The social worker will meet with the parents regarding the physical and emotional health of the kindergarten children and their families. The parent program assistant will work with the parents of the kindergarten children and establish workshops for the parents in each kindergarten class to present intercultural programs to develop parental skills in participating in community activities.

III. PROGRAM OBJECTIVES AND EVALUATION

A. DISTRICTS 4, 5, 27Q and 9 - PROGRAM OBJECTIVES AND EVALUATION DESCRIPTIONS

1. Readiness for Reading:

To develop at the earliest possible stage an awareness of the printed word and a readiness for reading through many experiences with stories, poetry and books. Progress will be measured through standardized observation of interest during story telling (length of attention span), use of classroom library books (how absorbed in each page of the book and how many books used in an interested and absorbed way?), and reading of signs in the classroom and community and evidence of genuine curiosity as reflected in the quality of questions asked by children. A criterion of acceptable performance at the end of the program will be 75%-85% of the pupil population will have developed the ability to move from readiness to the beginning reading of a sight vocabulary.

2. Listening and Speaking Skills:

To develop listening and speaking skills so that a child can communicate with peer groups and adults, follow directions, and enjoy and retell stories and poetry in proper sequence. Teacher-made tests incorporating stories such as "Goldilocks and the Three Bears" and poems such as "Old Mother Hubbard" will be used to measure pupil growth. Upon conclusion of the program, a criterion for acceptable performance will be that 75%-85% of the children (sample population) will have developed the ability to retell stories and poems in proper sequence.

3. Beginning Reading:

To develop a larger vocabulary and learn beginning comprehension skills so that pupils may progress from readiness to beginning reading. All children will respond in full sentences rather than in monosyllables. Upon conclusion of the program, a criterion for acceptable performance will be that 75%-85% of the children participating will achieve scores reflecting normal growth on the Pre-Reading Assessment Test (kg.), Metropolitan Achievement Test Primary I (Grade 1), Upper Primary Test (Grade 2), and Teacher-made tests.

4. Sensorial Experiences:

To provide at each child's level opportunities to observe, discover, explore, experiment, classify, draw conclusions and/or find solutions; to make this possible through experiences in mathematics, science, art and other creative expression. Progress can be judged by rating each child's progress in skills of observation, discovery, exploration and experimentation by observing the child's use of and manipulation of materials and his comments about them. A specially prepared check list will be used to quantify teacher's observations. Upon conclusion of this program a criterion of acceptable performance for the sample population is satisfactory achievement as judged by the teachers for 75%-85% of the children.

5. Self-Worth:

To strengthen a child's sense of self-worth and internalize a code of behavior so that the child can select and attack an appropriate task and pursue it to its completion. Progress can be judged by noting the degree of change in each child's attitude and approach toward the daily selection and completion of educational tasks. A specially prepared check list of pupil behavior will be used to quantify observation of teachers and other classroom personnel. Upon conclusion of the program a criterion of acceptable performance for the sample population is satisfactory growth as judged by teachers and other classroom personnel for 75%-85% of the participants.

6. Social, Emotional, Health and Physical Adjustment:

To enable the young child to grow, develop and adjust socially, emotionally, healthfully and physically to the patterns, requirements and expectations of the society,community and normal school routines.

7. Achievement:

To improve the scholastic achievement levels of young children in all areas as measured by standardized instruments.

8. Bi-lingualism:

. To improve the language fluency in the English Language for children where English is a second language. Emphasis will be placed upon aural-oral communications skills which foster the abilities to discuss, tell, recite and converse freely.

9. Perceptual, Motor and Cognitive Skills:

To promote the development of perceptual, motor and cognitive skills through the use of individualized adult-child relationships, increased use of materials and equipment and through the use of problem solving games.

10. Parental Involvement:

To foster parental involvement and participation in the child's school, community and self-growth activities.

11. Outside Resources:

To utilize professional and community resources, social workers, parent coordinators, Federal, State and local agencies to enhance the Early Childhood programs.

In conclusion, it should be noted that the objectives identified are an integral part of the total New York City Early Childhood "Umbrella" Title I project which embraces six separate and distinct early childhood support programs and concepts of child affectivity. There has been no attempt in each district to date to separate the objectives or evaluation procedures as to the individual applicability or appropriateness to each part of the Early Childhood Title I "Umbrella" project.

IV. DELIMITATIONS

A. The Title I Kindergarten Programs in this evaluation incorporating the use of educational assistants in the kindergarten classrooms (Districts 4, 5, and 27) and a social worker and parental assistant (District 9) are only part of an "Umbrella" designed Title I, Early Childhood Project which incorporates many different as well as interrelated early childhood projects in each of the project school districts.

B. Each of the school districts involved in this evaluation project is separate, autonomous and independent school systems, with little or no coordination, articulation or communication regarding the Title I projects organized between the districts.

C. The Title I "Umbrella" Early Childhood Project was conceived and designed centrally and then referred and superimposed upon the local community school districts involved in the evaluation project.

V. POPULATION AND SAMPLE

A. A representative number of elementary schools within each school district (which included at least 25% from each district) were randomly selected. All of the kindergarten classes within each of the randomly selected elementary schools were included in the sample and an equal number of a.m. and p.m. classes were randomly selected for observations.

B. Population: TABLE 2C

Population and Sample

District	Number of Schools In District	Percent of Schools In Sample	Number of Kindergarten Classes In District	Number of Schools In Random Sample	Number of Kindergarten Classes In Sample
4	14	29%	37 a.m. 37 p.m.	4	4 a.m. 5 p.m.
5	13	31%	38 a.m. 38 p.m.	4	6 a.m. 6 p.m.
27	8	25%	28 a.m. 28 p.m.	2	3 a.m. 4 p.m.
9	5	40%	21 a.m. 21 p.m.	2	4 a.m. 4 p.m.

C. Procedures:

1. Districts having Title I Kindergarten Program (4, 5, 27, 9) have been included in the sample.

2. Classes from the districts: approximately 20% of the total number of kindergarten classes within the districts have been chosen by random to constitute the evaluation sample. These classes were equally divided between a.m. and p.m. sessions.

VI. RESEARCH DESIGN

A. Title: "The 'effect' and 'affect' of the educational assistant, social worker and parent program assistant on the kindergarten program, learner, teacher, and the kindergarten teaching-learning environment."

B. Definition of Terms:

1. Affect - To act on; produce a change in; and/or to impress the mind or the feelings.

2. Effect - Something that is produced by an agency or cause; result and/or consequence.

3. Educational assistant - paraprofessional or teacher's aide, or adult assistant in the classroom with the kindergarten teacher.

4. Social worker and parent program assistant as defined by the Community School District #9 Title I proposal.

C. Variables:

1. The variables identified under delimitations were minimized and controlled through the random selection of both the elementary schools and the kindergarten classes to obtain the research sample.

2. The many possible sources of error in this descriptive evaluation study, its limitations in terms of reliability and external validity when analyzing through observed perceptions the interactions of human personality and behavior were minimized and controlled through the use of time sampling interview and observation techniques and standardized observation and interview forms. (See Appendices B, C, D, E, F, and G.)

D. Evaluation Objectives:

1. To conduct an extensive role-function analysis of the paraprofessional. This will be accomplished through professional observation and interviews during site visits of the 36 kindergarten classes in the random sample.

2. To assess the differences, range and types of interactions, roles and functions which occur in the kindergarten classrooms among the teacher, educational assistant and student, and to relate student performances to the functions of the paraprofessional.

3. To assess the differences, range and types of programs, activities and teaching expenses which occur in the kindergarten classrooms and to relate student performances to the learning environment.

4. To conduct a role-function analysis of the social worker and parent program assistant in District 9.

5. To assess the difference, range and types of interactions, roles and functions which occur in the kindergarten program, in District 9, among the teacher, student, parents, social worker and parent program assistant.

6. To identify and categorize the different types of kindergarten-teacher-paraprofessional learning environments and K-programs.

7. To assesss whether pupils in programs acquire larger vocabularies, the categorized K-comprehension skills, and overall reading readiness.

8. To assess whether opportunities in the categorized K-program are provided for pupils to observe, classify, explore, experiment, and seek solutions to problems.

9. To assess whether pupils' sense of self-worth is enchanced by identified kindergarten program activities.

10. To assess whether pupils, for whom English is a second language, are more fluent in the English language.

11. To assess the extent to which the social workers and parent program assistants are able to meet with parents.

12. To assess whether workshops in intercultural programs have been provided for parents.

13. To compare student scholastic performance with New York City norms, state norms, national norms, and between the different kindergarten teacher-paraprofessional programs identified in the evaluation sample.

E. Behavioral Criteria:

1. 80% of the kindergarten pupils attain scores on a standardized Readiness Test indicating that they are prepared to receive reading instruction in the first grade.

2. All classroom teachers and aides should be able to point out and describe activities in their classrooms which provide learning-discovery-inquiry opportunities during observations and discussions requesting this information.

3. a) Teachers and aides should identify and provide activities in their program which could possibly produce increased feelings of self-worth in their pupils.

b) 60% of the pupils should be able to identify one task that they have been able to complete after six months of the program.

4. 50% of the parents of District 9 kindergarten pupils will indicate that they have consulted with social worker or parent program assistant regarding the progress of their children.

5. a) 50% of the parents should indicate that they are aware of the existance of the intercultural parent workshops.

b) 90% of parents who are aware of the intercultural parent program should respond favorably to open-ended questions about the benefits of the program.

VII. INSTRUMENTATION AND PROCEDURES

A. A standard format identified as the "Kindergarten Descriptive Inter-action-Behavior-Activity Observation Form" was developed from the following references and resources and used during all kindergarten classroom observations to obtain data. (See Appendix B).

1. Donald Medley's prose rating scale for kindergarteners.
2. Leadership Descriptive Behavior Questionnaire (LBDQ) Designs.
3. Dr. Larry Roder's research on paraprofessional, teacher, kindergarten activities and interactions.
4. The IOTA (Instrument for the Observation of Teaching Activities) format.
5. Miss Lorna Dupliney's students' academic research.
6. Dr. Arthur Bertoldi's research design.

B. Standardized kindergarten readiness and scholastic achievement tests, the Metropolitan Readiness Test-Form A, and the New York City Pre-Reading Assessment Test were used as a post-test instrument in early June, 1971 to assess scholastic development.

C. The kindergarten descriptive observation form and interview forms (see Appendices) were used as the standard observation checklist and evaluation forms during each of the on-site visits to each of the school districts, elementary schools and kindergarten classes in the random sample.

1. Three on-site visits were conducted at three to four week time intervals during the months of October, November, March, April, May and June, 1971.

2. Two on-site classroom observations and interviews were conducted with the kindergarten teachers and social worker and each kindergarten class in the random sample, at three to four week time intervals during the months of March, April, May and June, 1971 in order to determine role-functions of all involved personnel.

3. The data collected was analyzed, collated and categorized statistically with a role-function-interaction description of "actual observed happenings" in the classroom of the educational assistant.

4. The percent of kindergarten classrooms and students involved in each of the categorized kindergarten-interaction-learning environments was identified and established.

5. The students' scholastic achievement and readiness was measured in each of the categorized kindergarten-interaction-learning environments in early June, 1971 by the Metropolitan Readiness Test and the New York City Pre-Reading Assessment Test.

6. The students' scholastic achievement and readiness test results were analyzed with a) sample norms b) districts results and c) national norms.

7. The kindergarten teachers selected in the random sample, the social worker, the parent-program assistant, and additional randomly selected parents in district 9 were interviewed or administered a questionnaire in late May or June to assess the program's effectiveness, parents' awareness, parents' involvement in workshops and the communications and dissemination of information processes in district 9.

CHAPTER III

CLASSROOM OBSERVATIONS

I. INTRODUCTION TO OBSERVATIONS

Two visits were made to each of the schools for the purpose of classroom observation and interviewing. During the first visit, approximately an hour was spent observing in each of the classes, while the second visit was divided between a second observation and interviewing both teacher and educational assistant.

While the focus of this evaluation is the role of the educational assistant, it quickly became apparent that her role was influenced by a wide variety of factors interacting in the classroom environment. Although it is impossible to establish cause and effect relationships among the conditions of the classroom and the roles observed, it seemed useful to build on the work of Barker and Wright-students of Lewin in Ecological Psychology -in examining and describing environmental forces and conditions which occurred concurrently. The instrument used in the observations was a compilation of work by Barker and Wright, Medley, Larry Rouder, Arthur Bertoldi and Lorna Duphiney. Essentially it had three parts-the first part represents a range of behaviors which are described by seven points along a continuum similar to Osgood's Semantic Differential (See Appendix B-1). Generally the lower number positions reflect behavior which emphasizes control,while the higher numbers move increasingly towards behavior which facilitates instruction, Exceptions are, for example, "Hostile-Docile" where a median behavior or #4 rating is most desirable. Educational assistants' and teachers' behaviors are separated and in each case the behavior described is in relation to the children.

The second part (see Appendix B-2) of the observation instrument attempts to analyze the environment in terms of activity settings, an environmental unit which is so structured that it supports specific behaviors independent of the members of the setting. For example, a baseball stadium encourages buying hot dogs and beer, cheering, yelling, waving penants, etc., while a church encourages an entirely different kind of behavior. Variables within an activity setting include the number of groups, number of individuals in each group, the roles of the individuals, the number and kinds of materials, the length of time the activity is pursued, and the mood of the setting.

The third part of the observation instrument (see appendix B-3) is a simple checklist of roles of both teacher and educational assistant. While this was in part a duplication of the analyzing of roles in Part II, it served as supporting data.

When the data had been gathered, there seemed to emerge five different patterns of activity settings. These patterns have been organized into five different classroom environments which are described in the analysis which follows.

II. ANALYSIS BY SETTINGS

The thirty-five* kindergartens in Districts 4, 5, 9, and 27 can each be characterized by one of five classroom environments including: 1) Teacher-Controlled, 2) Teacher-Led, 3) Teacher and Educational Assistant-Monitored, and 5) Laissez Faire. Viewed along a continuum from Teacher-Controlled to Laissez Faire, the environments may be compared in terms of a wide variety of variables of three types: 1) Activity Setting Variables, 2) Role Variables, and 3) Interaction Variables. Activity Setting Variables are those relating to the time and space structures and inter-relationships such as the length of time one activity is pursued, the name of the activity, the number of persons in each group. Role Variables attempt to examine each of the persons in the activity setting and designate the variety of tasks in which they are involved. While most of the tasks and roles were instructional in nature, non-instructional tasks were also included. Variables of interaction include the amount and nature of the interpersonal contacts among those in the activity setting. These variables were observed by using a series of continua divided into 7 segments and representing behavior such as Ignoring-Listening, Rejecting-Accepting, Challenging-Cooperating, Directing-Following or Reprimanding-Redirecting.

There seemed to be little observable difference in the way the thirty-five classrooms were organized. Centers of interest and activity were usually present, materials abundant and in sight, and tables clustered together in groups. In a few of the Teacher-Controlled classes, childrens' chairs were all facing toward the teacher thereby reinforcing behavior incongruent with the rest of the structural arrangements which were designed for the focus to be on small group activity. More frequently, however, the arrangement of the furniture and space both supported and was consistent with the group-focused behavior asked of the children.

The number of activity settings occurring in a half-hour time span fluctuated sharply in those environments which were Teacher-Controlled and Teacher-Led, while in the other three environments, an average of about two or three activity settings in a half-hour was common. This fact seems to indicate that the behavior suggested by an activity was interrupted less frequently in Teacher-Educational Assistant Led, Teacher-Educational Assistant-Monitored or Laissez Faire Environments than in Teacher-Controlled or Teacher-Led Environments in which both children and Educational Assistant were required to change activities and roles whenever the teacher intervened. The reverse was true for the number of groups in each activity setting. For example in Teacher-Controlled classrooms, all the children were more likely to engage in the same activity and were reprimanded frequently if they deviated. Although this was somewhat true in a few Teacher-Led classrooms, it was not as evident. Teacher-Led and Teacher-Educational Assistant-Led classrooms generally were more alike in that the number of groups in any setting was usually the same as the number of available adults to lead them, whereas Teacher-Educational-Assistant-Monitored or Laissez Faire Environments generally contained as many groups as the nature of the activity demanded, whether or not an adult was present with each group as a leader or director.

*Thirty-six classrooms were originally in the sample but the Teacher and Educational Assistant in one class in District #27 were absent on each of the three visits made by the observer.

To look more closely at the roles of those in the various environments, each of the five will be considered separately .

A. TEACHER CONTROLLED SETTINGS (See Table 3A and Appendix I)

Teacher-Controlled settings were rigidly hierarchical in structure with all planning and direction of classroom activities being the responsibility of the teacher. In such classrooms, the teacher's role was an active one, emphasizing Leading, Telling, Reprimanding, Supervising, and Questioning, while the roles of both children and educational assistant ranged from totally to moderately passive. Listening, Answering, Waiting, Sitting, and Responding to Teacher Directions were the main activities of both educational assistants and children.

Interaction occurred primarily between the teacher and children with somewhat less interaction between educational assistant and children and virtually no interaction between teacher and educational assistant or among the children. Materials were often prolific, but few opportunities to interact with them were provided and movement was held to a minimum. Rewards went most readily to those children and educational assistants who conformed to teacher directions and passively followed through with teacher-initiated activity. The quality of the interaction was frequently Rejecting, Ignoring, Ridiculing, and Hostile, and children and educational assistant alike were openly reprimanded for nonconforming behavior.

TABLE 3A

Teacher Controlled: Interaction Analysis

	Educational Assistant							Teacher						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Ignoring-Listening		1	1	2		3		3	2	2				
Rejecting-Accepting	1	1			1	1	3	3	2	2				
Challenging-Cooperating				1	1	3	2	4	1	2				
Callous-Sensitive				1		4	2	3	2	2				
Hostile-Docile			1	3		3		5	1	1				
Ridiculing-Praising			1	1	2	2	1	5		1	1			
Telling-Asking		2		3	2			5	1	1				
Directing-Following		1	3	1	2			5	2					
Reprimanding-Redirecting		1	2	2	1			5	1	1				
Discouraging-Supporting		1	1		2	2	1	3	3			1		
Silent-Talkative			2	1	3	1			1		1	1		4
Controlling-Instructing	1	1	3			2		6	1					
Tense-Relaxed		1	1	3		1	1	3	3					1
Lethargic-Energetic		1	3	1	1	1		1		1	3		1	1
Loud-Quiet				2	5			2	1		3		1	
Rigid-Flexible	1		3	1		1	1	6	1					
Passive-Active		4	1	1		1							5	2

As might be expected, extremes of hostility and docility were expressed by those persons in the setting who were being required to passively adapt to this environment. When hostility did erupt, it was most frequently directed at another child or at the educational assistant, rather than at the teacher. Fighting among children or apathetic behavior were much more common in Teacher-Controlled settings than in the other environments. In six of the seven classrooms in this category, the conflict between the teacher and educational

assistant was overt, but ways of handling the conflict differed. In some instances the educational assistant seemed to be joining in with the teacher in reinforcing hostile interactions with the children, while in others, educational assistants functioned quietly independently of the teacher and provided a source of acceptance and warmth in an otherwise rigid and punitive atmosphere. Occasionally, although less frequently, the educational assistant expressed a great deal of hostility towards the children, while the teacher provided the warmth and security.

Teacher-Controlled environments seem to be based on the notion that children learn best by being told what to do, prevented from moving about, and trained into rigid patterns of essentially passive behavior. Teaching is thought to be the domain of the teacher, and the educational assistant's role becomes heavily laden with disciplinary and clerical tasks or giving individual attention to those children who deviate. This attention is generally geared, not toward learning, but toward helping the deviant child adapt to the environment.

Quite remarkable in these classrooms was the amount of discord between the verbal and nonverbal behavior of the adults. It was common for the adult to be telling the children one thing in words, while her body posture and facial expressions contradicted that verbal message. It has been recognized for some time that this incongruence constitutes disturbed communication, fosters anxiety, and is thereby destructive to providing a supportive and enriching learning environment. Also noteworthy was the degree of unpredictable behavior on the part of the adults, particularly the teacher. Despite the frequent changes in direction, each teacher intervention demanded an immediate and uniform response from the children or educational assistant. All of this was perceived as "instruction," although it was probably more a reflection of the adults' ambivalence about control. Despite good intentions, the underlying message was "conform" rather than "learn."

B. TEACHER LED SETTINGS (See Table 3B and Appendix I)

The second and largest category of kindergarten environments observed was like the Teacher-Controlled in that planning and initiating of activities were solely the teacher's domain, but unlike the latter in emphasizing instruction rather than control. These Teacher-Led classrooms, while fairly well-structured and organized, lacked the tension, conflict and extremes of dependence and counter-dependence evidenced in Teacher-Controlled environments. In general, the teacher-educational assistant relationship was more cooperative and the interactions less rejecting, ignoring or reprimanding. While the teacher did all of the planning, the observable roles of teacher and educational assistant could only be differentiated in that the teachers initiated each of the activity settings. Educational assistants, as well as children, almost never led activities, nor did they challenge or resist direction very often. One had the impression that in many cases learning was going on and conflict minimized, but that the child and educational assistant perceived themselves as rather submissive and non-self-directed without having the power which a teacher possesses to initiate activities. This is an important point in view of the relationship established in the Coleman Report between perceptions of personal powerlessness and low achievement. Materials in Teacher-Led classrooms were similar to those in the other environments, but their usage was directed by the teacher who frequently limited the number of participants in any activity setting at one time. Free play occurred for shorter intervals and less frequently than did more formal activity settings and were in some cases viewed as a recess from learning activities.

Teacher-Led classrooms seemed to operate with the belief that children learn by being led and then asked to respond much in the manner of the Socratic Dialogue. Both teacher and educational assistant used questioning as a major instructional method.

TABLE 3B

Teacher Led: Interaction Analysis

	Educational Assistant							Teacher						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Ignoring-Listening	2			2	1	4	2		1	1	4	2	3	1
Rejecting-Accepting	1		1	2		4	3				1	2	2	7
Challenging-Cooperating	1		1	2		4	3			1	3		3	5
Callous-Sensitive	1		1	2	3	2	2			2	1		1	7
Hostile-Docile	2			3	4	2			1	1	7	1	2	
Ridiculing-Praising	2			3	1	5				1	3	1	5	2
Telling-Asking	2		1	5	2	1		1	1	2	6	1	1	
Directing-Following	2		4	4	1			1	5	3	3			
Reprimanding-Redirecting	2		3	2	2	2				3		3	4	2
Discouraging-Supporting	1	1			3	5	1	1				2	6	3
Silent-Talkative		3		1	4	3	1			1	1		5	5
Controlling-Instructing	2		2	3	2	2		1		3		3	3	2
Tense-Relaxed		1	1	2	1	2	4	1		1	1	1	3	5
Lethargic-Energetic		2	2		1	3	3		1	1	3		2	5
Loud-Quiet	2	1		2	1	4	1	1	1	3	3	2	1	1
Rigid-Flexible	2		1	1	2	3	2	1	2	2	1		5	1
Passive-Active	1	1	3	1		3	2			2	2	1	4	3

C. TEACHER-EDUCATIONAL-ASSISTANT-LED SETTINGS (See Table 3C and Appendix I)

A third category of classroom environments was characterized by the fact that both adults, teacher and educational assistant, saw themselves as jointly responsible for the childrens' learning and planned together whatever activities occurred. Most frequently activities were initiated by the teacher, but occasionally educational assistants or children led the activity.

The atmosphere was not at all hierarchical and the mutual respect teacher and educational assistant demonstrated in their collaborative roles seemed to set a model for pupil interaction. Teacher and educational assistant were both engaged in the entire spectrum of instructional and noninstructional activities, lines of communication flowed more evenly among all persons in the setting and materials were used more freely.

Learning in this type of environment was understood to be the result of interacting in a variety of ways with the environment--both human and physical. Teachers and educational assistants assumed responsibility for providing these experiences, and much of their time was spent setting up and presenting materials and encouraging the children to use them. While the class was in session the adults were frequently Resource people, providing guidance and individual attention, although more structured settings in which teacher and educational assistant Led, Demonstrated, and Discussed were also part of the curriculum.

TABLE 3C

Teacher-Educational Assistant-Led: Interaction Analysis

	Educational Assistant							Teacher						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Ignoring-Listening					4	1	3			1	1	1	2	3
Rejecting-Accepting				1		2	5					1	2	5
Challenging-Cooperating				2	1		5				3			5
Callous-Sensitive					1	2	5				1	2		5
Hostile-Docile				3	5						7		1	
Ridiculing-Praising			1		2	2	3				1	1	3	3
Telling-Asking		2		5	1					1	5	2		
Directing-Following		3	2	2	1				1	7				
Reprimanding-Redirecting				2	1	3	2		1		2	1	2	2
Discouraging-Supporting				2	1		5				2	2		4
Silent-Talkative			1	3		3	1					2	3	3
Controlling-Instructing				2	2	3	1			1	1	1	2	3
Tense-Relaxed			1		1	2	4				1	1	3	3
Lethargic-Energetic		1		1	1	3	2				2		2	4
Loud-Quiet		1	1	3	1	2			1	1	4	1	1	
Rigid-Flexible			2	3			3			1	1	2	1	3
Passive-Active			1	1		2	4					2	2	4

D. TEACHER-EDUCATIONAL ASSISTANT MONITORED SETTINGS: (See Table 3D and Appendix I)

A fourth category comprising the fewest kindergarten classrooms observed can be labeled Teacher-Educational Assistant Monitored since monitoring best describes the adult's major role. Environments in the form of interest centers were carefully planned by both adults to meet the children's needs, and set up to attract the children's interest. Children were then free to choose the activities and were guided by each other as well as the teacher and educational assistant. The average number of groups in any activity setting was much higher than any of the other classroom environments and the most important characteristic was that the adults followed the behavior stream of the child, guiding, augmenting, and evaluating it, rather than interrupting and directing it.

There is much literature to support this approach to learning, but most adults are unfamiliar with it, uncomfortable with it, or fearful that the children won't be learning anything. This may be true if current standardized testing methods are the criterion. However, if an educational goal is to prepare children for directing their lives, feeling powerful and knowledgeable of ways to manipulate their environment, and gain facility in conceptualizing and organizing ideas and material, then this method deserves careful attention.

In both the Teacher-Educational Assistant-Led and Monitored classrooms there was a noticable jump in enthusiasm on the part of the educational assistant. Able to initiate and explore her own ideas with the children, she more frequently expressed eagerness and willingness to collaborate with the teacher and children and felt rewarded and helpful when her ideas were implemented.

There were no instances of teacher-educational assistant conflict in these classrooms, nor was fighting or disruptive behavior among the children common. In instances where a child was beginning to show signs of apathy or resistance, one of the adults would redirect his energies to another task of his choosing.

TABLE 3D

Teacher Educational Assistant Monitored: Interaction Analysis

	Educational Assistant							Teacher						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Ignoring-Listening						3							1	2
Rejecting-Accepting						2	1						1	2
Challenging-Cooperating						2	1						1	2
Callous-Sensitive						3							2	1
Hostile-Docile				3							3			
Ridiculing-Praising					1	2					1	1	1	
Telling-Asking				3							3			
Directing-Following				2	1						3			
Reprimanding-Redirecting						3						1	2	
Discouraging-Supporting						2	1						3	
Silent-Talkative						3						1	2	
Controlling-Instructing					1	1	1						2	1
Tense-Relaxed						3							1	2
Lethargic-Energetic					2		1			1			2	
Loud-Quiet	1				2				2					1
Rigid-Flexible					1	2							1	2
Passive-Active					1	2					1		2	

E. LAISSEZ FAIRE SETTINGS (See Table 3E and Appendix I)

A fifth category, which can be called Laissez Faire, was surprisingly like the Teacher-Controlled classrooms, even though in many obvious ways they seem opposites. Unlike Teacher-Controlled classrooms, there was little or no direction, few formal activity settings, and little or no planning on the parts of either adult. However, the extremes of hostility and conflict were similar to those in Teacher-Controlled Settings. Laissez Faire classrooms seem to be based on a half-digested notion of Open Education but were in fact only a totally unstructured series of activities which were neither planned nor monitored, and were purposeful only in some hazy and ill-conceived manner. Lethargy characterized the behavior of teachers in these classrooms, which was generally counterbalanced by domineering, reprimanding behavior on the part of the educational assistant. Frequently the educational assistant acted only in the role of disciplinarian or clerk, while the teacher wandered somewhat aimlessly among the children, Questioning, Discussing and Encouraging, but without specific goals in mind for each child which underlie a productive Open Education program.

In this setting, as in the Teacher Controlled setting, control was much more the preoccupation than instruction. Frequently it seemed the adults were intellectually attempting to implement a learning environment in which they themselves were conflicted. This conflict resulted in incongruent verbal and

nonverbal adult behavior which in turn elicited the same extremes of dependent and counterdependent behavior found in the Teacher Controlled Classrooms.

TABLE 3E

LAISSEZ FAIRE: INTERACTION ANALYSIS

	Educational Assistant							Teacher						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Ignoring-Listening	2	1		1		1		2	1		1	1		
Rejecting-Accepting	2	1		1		1		1		1	1	1	1	
Challenging-Cooperating	1	1		3						2	1	1	1	
Callous-Sensitive	1	1		1	1	1		1		1	2		1	
Hostile-Docile	1	1		3					1	1	2		1	
Ridiculing-Praising	2			2		1				1	2	2		
Telling-Asking	2	1		1			1	1	1		2		1	
Directing-Following	2		1	1			1		1	1	2	1		
Reprimanding-Redirecting	2			2			1			2	1	2		
Discouraging-Supporting		1	1	1	1	1			1	2	1		1	
Silent-Talkative		1	2		1	1		1	1	1			1	
Controlling-Instructing	2		2			1			4	1				
Tense-Relaxed		2		1			2	1		1			1	2
Lethargic-Energetic		2	3					2	1	1			1	
Loud-Quiet		2		1		1	1			3		1		1
Rigid-Flexible		1	2				2	1					2	2
Passive-Active		1	2	2				1	1	2			1	

III. ANALYSIS BY DISTRICTS

In more closely analyzing the patterns in which schools in each District fall into each of the five classroom environment categories there seems to be remarkable similarity among the districts (See Appendix K). 34.3% or twelve of the total number of classrooms observed fall into the Teacher-Led category, making this the most frequently observed environment, followed by 23% or eight Teacher-Educational Assistant Led classrooms, 20% or seven Teacher-Controlled classrooms, 14.3% or five Laissez Faire classrooms and finally 8.6% or three Teacher-Educational Assistant Monitored classrooms. Over a third (twelve) of the classrooms were classified as either Teacher-Controlled or Laissez Faire in which conflict and control issues overshadow the instructional process. In terms of activity versus passivity on the part of the students, 19 of the classrooms encourage passive behavior, eleven encourage independent self-directed activity and five are ambiguous in their encouragement.

Looking at the roles of the adults in the different settings, eleven of the teacher-educational assistant pairs perceived their roles as nearly interchangeable, while 24 of the pairs observed varying degrees of hierarchical formality in their classroom behavior. Where the roles were similar, the educational assistant was most frequently involved in the instructional activities such as Leading, Questioning, Telling, Demonstrating, Discussing, or acting as a Resource to the children. In instances where adult roles

were more sharply delineated, the educational assistant most frequently engaged in Disciplinary, Clerical or Housekeeping chores, although none of the educational assistants were without some instructional responsibility.

An interesting relationship appears to occur when the variables of educational assistant passivity, classroom environment and degree of conflict are examined simultaneously. Those classes in which conflict is observable and in which extremes of educational assistant passivity or hostility exist are more frequently those in which the educational assistant is most removed from planning the activities which occur in the classroom. This is less true in the Teacher-Led classrooms which tended to be run at least cooperatively, but even there covert conflict was sometimes present.

Over all there is a great deal of similarity between the relationship of teacher and educational assistant and the relationship of the teacher and children.

A. DISTRICT 4

Taking each of the districts separately gives a slightly different perspective on the observations. In District 4, three of a total of eight kindergartens in the district were Teacher-Led. In these classrooms the modal child role was Listening/Responding, the mod l teacher role was Leading, and most frequently-observed educational assistant role was Questioning. Relationships between teacher and educational assistant seemed cooperative although clearly separate, and most of the activity settings were determined and initiated by an adult. Four of District 4's classrooms were evenly divided between Teacher-Controlled and Teacher-Educational Assistant Led environments. In the two which were Teacher-Controlled, the childrens' role required much Listening/Sitting and the educational assistant was given little to do other than observe or give individual attention when discipline was a problem. Conflict between adults was very pronounced. The two classrooms in which the Teacher and Educational Assistant led jointly differed in the degree of Leading on the part of the teacher but seemed to provide similar opportunities for manipulating materials. No discipline problems were observed in these rooms and the adults clearly cooperated. Only one of District 4's classrooms was Teacher-Educational Assistant Monitored and none were Laissez Faire.

B. DISTRICT 5

In District 5 the most frequently observed environment was Teacher-Led with four of the classrooms falling into this category and six of the remaining classes being divided between the Teacher-Controlled and Teacher-Educational Assistant Led environments, a division which is fairly similar to the pattern in District 4. The roles of the educational assistants in District 5's Teacher-Controlled classes included Preparing Materials as well as Observing and giving Individual Attention and the average number of materials used by the children in any activity setting seemed to vary widely. However, Listening/Sitting remained the child's modal role and the Teacher spent most of her time Telling.

In three classrooms which were run jointly by teacher-educational assistant pairs, Manipulating Materials occupied most of the childrens' time while the adults most frequently Led , Questioned, or acted as a Resource.

There were considerable differences in the numbers of groups in each activity setting, although the numbers of activity settings in a half-hour sample were similar. The least number of District 5's kindergartens were Teacher-Educational Assistant Monitored, with only one of the classes being run in this manner. Educational Assistants in this environment in District 5 were particularly enthusiastic. Two of the district's classes were run in Laissez Faire fashion. In these instances, the teacher attempted to act as a Resource person while the children manipulated materials, but the paraprofessional tried to supply more direction to the curriculum. The average number of materials used was high, as was conflict, disorganization and lethargy.

C. DISTRICT 27

District 27's kindergartens were proportionately higher than the other districts in the occurrence of Teacher Led classrooms. Three of the District's sample fit into this category, although apart from the teacher doing most of the Leading, the other roles, degree of conflict, average number of groups and average number of materials varied widely. Those in which conflict was highest were also those in which Listening/Sitting was the modal role of the children. Where the atmosphere was more cooperative, both children and educational assistant roles were less predetermined. The other three of the classrooms in District 27 were evenly divided among Teacher-Controlled, Teacher-Educational Assistant-Led, and Teacher-Educational Assistant Monitored kindergartens. There were no Laissez Faire classrooms in District 27.

D. DISTRICT 9

District 9 differs considerably from the proportionate distributions of environments in the other three districts in the project. Rather than most of the classes being categorized as Teacher-Led, a high of three out of eight kindergartens were run in a Laissez Faire manner and, interestingly, all of these were in the same school in which there was virtually no cohesion between teacher-educational assistant pairs, nor among the teachers of different classes. Both sample schools were located in annexes apart from the main school building, but one annex seemed to encourage cohesion, while the other discouraged it. Perhaps one integrating force was the presence of a cluster teacher in one of the annexes. Materials and manpower proliferated in the Laissez Faire classrooms, but everyone seemed to have given up and planning was minimal.

Whereas in District's 4 and 5 an equal number of kindergartens fit into the Teacher Controlled and Teacher-Educational Assistant Led environments, in District 9 there was an equal division among Teacher Led and Teacher Educational Assistant Led kindergartens.

Only one of the District's classes were Teacher Controlled and none were Teacher Educational Assistant Minitored.

CHAPTER III SUMMARY

Within the schools observed as well as among the districts, there exist at least five different kinds of educational environments. Some of these environments emphasize learning while others emphasize control and conformity. Variations in adult behavior seem more important than arrangement of the physical setting in the creation of these environments. The roles of the educational assistants range from concern with discipline to involvement with instruction in relationship to the type of classroom environment.

CHAPTER IV

INTERVIEWS WITH SOCIAL WORKER AND PARENT PROGRAM ASSISTANT

I. DISTRICTS 4, 5 AND 27

A. Educational Assistants

An overwhelming proportion of the educational assistants favored being involved in instructional tasks, particularly working with small groups or giving individual attention regarding instructional concerns. The most frequently mentioned preferred subject area was art, with math, writing, and reading following in that order. Only two educational assistants chose clerical tasks as their favorite and one selected housekeeping.

Comparing their favorite tasks with those tasks which they felt the teachers found most important, educational assistants most frequently chose instructional tasks, but less overwhelmingly. Working with groups was perceived as the teachers' first preference but the second preference was thought to be "Taking over" when the teacher was out of the room or otherwise occupied. In some cases this meant continuing with instruction, while in other cases it meant keeping order until the teacher returned. Other frequently mentioned tasks educational assistants thought teachers preferred were giving individual attention, doing clerical work, and disciplining children. Reading and writing were thought to be the teachers' preference for educational assistants to teach. Other responses included demonstrating, translating, supervising, planning, following through on teacher-initiated activity, evaluating, working with Spanish-speaking children, setting up materials, housekeeping and decorating the classroom. (See Appendix D)

When asked to describe their involvement with parents, educational assistants most frequently said that in school they discussed with parents problems concerning the childrens' achievement or, less frequently about behavior. Very few of the educational assistants visited the homes, except in three cases where they were already friendly with the parents and visited socially. The most common reasons for not visiting the homes were, "It's not my role," "I don't speak their language," "The principal says not to," or "The Community is too tense." Three educational assistants said they had no role with parents at all and all said this was because they might differ with the teacher and cause trouble. Of the 26 educational assistants in Districts 4, 5 and 27, only 6 mentioned belonging to the Parents' Association as part of their role with parents.

Three of the educational assistants refer parents to community agencies, two see trying to involve parents in school activities as their role, and a number of those who were Spanish-speaking felt that translating for the parents and helping them feel less fearful and shy was their responsibility.

When asked "What area gives you the most difficulty," some educational assistants mentioned academic areas such as reading or math while others mentioned interpersonal relations, specific skills, activities or problems. Four educational assistants found no difficulties, while four others mentioned teaching reading as their biggest difficulty and four found it most difficult to adjust to the childrens' differences. The second most frequent response was

given by three educational assistants who agreed that they found disciplining to be the hardest thing to do well. Other difficulties encountered included: learning how to ask questions, getting along with the teacher, understanding the Spanish-speaking children,controlling their own emotions, or solving problems regarding parents. One educational assistant found it hard to balance college classes and school work, while another found it hardest to teach math.

An overwhelming number of educational assistants found working with the children and seeing them learn and progress academically and socially to be the most satisfying experience in the classroom. Significantly fewer found satisfaction in working with the teacher, using their own ideas, going on trips, listening to the children or learning things themselves to be as satisfying, and only two mentioned a subject area as being satisfying.

When asked what was the most difficult problem they faced, nine of the educational assistants said they had had no major problems, while seven mentioned conflict with the teacher as the major difficulty. Besides these two responses there seemed to be little uniformity among the other responses which included conflict with the administration, working with "disturbed" children, finding ways to reach alienated children, understanding parents' problems, learning the children's names, adjusting to an afternoon and a morning session, and getting along with the cluster teacher. Most of the problems seemed to be alike in that they were interpersonal in nature and not related to specific skills.

When problems did arise most of the educational assistants choose an active solution, most frequently bringing the interpersonal conflict to the surface and talking it out until an understanding was reached. This method was used in nine cases, while only a few reported the problem to a superior in administration, or asked for a change of class assignment. Four of the educational assistants chose a passive approach such as ignoring the problem, joking about it, or refusing to take any stand. When the problem involved children, educational assistants mentioned trying to organize their work better or finding a new approach to helping the child learn.

Regarding planning, only seven educational assistants were involved in planning the classroom activities, although a few said the teacher would occasionally ask for suggestions. Fifteen of the educational assistants had no role in planning, with about one-third feeling this was agreeable to them and the remaining third thinking that it was unfair and adversely affected their ability to help teach the children.

With respect to training, twenty of the educational assistants are presently involved with training on the district level although for most, this training is less than an hour a week. Most educational assistants felt the training was helpful.

In addition, sixteen of the educational assistants attend some college classes. In only four instances is there joint training involving teachers and educational assistants although a majority of educational assistants and a large number of teachers thought this would be helpful.

Very few educational assistants had any contact with guidance counselors, social workers or psychologists, although contact was more likely in those classrooms where teacher and educational assistants saw their roles as collaborative rather than hierarchical.

B. Teachers

Each of the teachers in the sample schools was interviewed using the form in Appendix C. Questions centered around the teacher's perception of the educational assistants usefulness as well as ratings with respect to some personal qualities.

Twenty-two of the teachers interviewed rated their educational assistants "A" or Excellent in overall performance. Two educational assistants received a rating of "B" and three received a "C" rating. There were no "D" or "F" ratings. Looking at each of the Districts separately, in District 4, seven educational assistants were rated "A", one "B" and one "C". In District 5, ten educational assistants were rated "A" and one each was placed in the "B" and "C" categories. Five "A" ratings were given in District 27, no "B" ratings and one "C".

When asked to specify the areas in which the educational assistant had been most helpful, over 24 of the teachers mentioned "She has allowed me to spend more time teaching," 26 answered "She had added an additional person to meet the children's needs," and 22 said "She has improved the emotional and learning climate of the classroom." Nineteen of the teachers mentioned that the educational assistant's presence "Has freed me from routine chores," while only nine mentioned "She has given me the free time I need for myself," or added individual comments including 9 other ways in which the educational assistant had been helpful in instruction. Discipline was only mentioned once and no teachers felt that their educational assistant was not helpful at all. There seemed to be little difference in the responses when each of the Districts was examined separately, except that in District 27 no teacher added individual comments of their own.

When teachers were asked to rate their educational assistant's performance on a number of specific tasks, the results were fairly uniform across all districts and were consistent with the overall ratings given in the first interview question. "A" ratings were most frequently assigned to the two tasks which were instructional in nature--"Being responsive to the children's needs," and "Fitting into the general classroom situation." In the few instances where teachers felt the educational assistant did not perform these tasks well, the environment was generally Teacher Controlled or Laissez Faire. Most educational assistants did not have playground supervision duties nor were they required to use office machinery, so that these tasks were most frequently rated X, which meant that the teacher couldn't evaluate.

Seventeen of the Teachers felt that their educational assistants were well-trained before they began classroom work, while seven felt they were not well-trained and four felt they were receiving all their training in the classroom. Those who felt the educational assistants needed better training suggested more work be done in learning how to help children learn. Districts 5 and 27 were generally similar in their responses, but District 4's responses were almost evenly divided on this question.

The single most important help the educational assistant provided seemed to be that, "She was an additional person who could look after the children's needs." This response was uniformly most frequent across all Districts, although in District 5 other frequently mentioned responses were, "She has improved the emotional and learning climate of the classroom," and "She has allowed me to spend more time teaching."

Educational assistants in Districts 4 and 5 received "A" ratings most frequently on qualities of warmth, intelligence, cooperativeness and grooming, while in District 27 alertness and arithmetic ability were frequently mentioned as well. "B" ratings were more common when judging ingenuity, which is not surprising in light of the few number of educational assistants who were involved in the planning of activities where such a quality would find expression. In each of the districts only a few "C" ratings were given and there were no "D" or "F's". A good proportion of teachers, particularly in District 5, felt that it was inappropriate to ask them to rate educational assistants on obedience.

Fourteen of the teachers felt at home with the educational assistant "Right away," and only one teacher, in District 4, did not yet feel comfortable.

II. DISTRICT 9

A. Interviews with Teachers, Educational Assistants and Social Worker

Unlike Districts 4, 5, and 27 where the focus of the program's evaluation was to be on the role of the educational assistant and the interrelationships within the classroom settings, in District 9 two different variables--the addition of a Parent Program Worker and a School Social Worker--were to be studied.

Unfortunately the Parent Program Worker was not hired, so it is impossible to evaluate that component or speculate on its usefulness. (See Appendix F)

A social worker was hired, however, and assigned to cover five elementary schools. Teachers, educational assistants, parents and the social worker were all interviewed in an effort to determine the status of and attitudes towards the role of the social worker.

There seemed to be general agreement among everyone interviewed (See Appendix E) that the thrust of the Social Worker's role was to be a liaison between the school and family, although teachers and educational assistants saw her responsibility as beginning once a referral was made to her by the teacher, while the social worker also perceived her role as that of a preventive agent who would interact in a wider variety of ways to prevent problems from being created. Most of those interviewed agreed she should continue to meet with parents and then return to discuss matters with the teacher. In some cases, particularly where the teacher and educational assistant worked collaboratively, this conference was seen to also include the educational assistant. Some of the strategies the social worker used included: phoning; counseling; home visits, consulting with teachers, administrators, psychologists, etc.; reorganizing the environment, referral, drawing up a developmental history and having case conferences.

An estimated 75 children and their parents were contacted during the year as well as all teachers, all educational assistants, a few administrators, psychologist and psychiatrist.

There were differences of opinion about the effectiveness of the role of a social worker, and these differences of opinion seemed to coincide with the morale of the teacher-educational assistant teams. For example, in the school where teacher-educational assistant morale was low and a majority of classes

were actually Laissez Faire environments, the role of the social worker was perceived as having made no difference in student behavior. In another school where classroom environments ranged from Teacher-Educational Assistant Led to Teacher Controlled, the staff unanimously agreed that the social worker had been effective.

In addition to the difference in staff morale and perception of social worker's effectiveness between the two schools, there seemed to be differential expectations regarding the role of that worker. Where teachers and educational assistants felt the social worker should establish two-way communication with parents, progress was seen, while at the school with mostly Laissez Faire environments the staff felt the social worker should be telling, teaching and training the parents in workshop fashion, rather than working collaboratively with them. This view of the solution perceived the problem as resting with the parents' lack of information and apathy, whereas in the school where morale was higher and the social worker seen as effective, there seemed to be an awareness that the parent was not always at fault.

Only one teacher mentioned seeing the social worker as someone to help her plan for and handle children differently in the classroom.

There was general agreement that the most pressing problem was the large case load the social worker carries, which allows her time to only deal with the most serious problems, and spend less time on preventive strategies. The majority of teachers and educational assistants were eager to have the social worker spend much more time at their schools as well as more time observing in the classroom. Some teachers and educational assistants felt, however, that no change in her role would be beneficial since they saw the parents as uncooperative. Two teachers didn't know of any changes that would help and four teachers wanted her to continue in the same manner that she is already functioning.

The major problems limiting the program's effectiveness other than a large case load included limited community resources for referral, inadequate housing, and a neighborhood fragmented into different economic groups.

It was suggested that the Parent Program Assistant idea be done away with and an extra social worker hired so that two social workers could service the five schools. If this were the case, the social workers could allocate their time to individual cases, as well as parent workshops--a practice which was dropped early in the school year due to too small a staff.

In general, perceptions of the social workers' effectiveness seemed as much determined by staff morale as by the social worker's actual role. This was most clear when comparing the two schools: one in which the staff seemed to have a sense of cohesiveness and control, and the other in which the staff seemed to have given up hope and were experiencing considerable interpersonal conflict and lethargy.

B. Parent-Program Worker and Social Worker Questionnaire Mailer (See Appendix G)

1. Procedures

A. The parents of all of the pupils in the sample classes from District 9 were included in the distribution to have received a Parent-Program Assistant evaluation questionnaire.

B. The evaluators desired to personally mail or to have the local school office mail the questionnaires to the parents in all of the elementary schools in District 9 who were to have been involved with the parent program worker and/or social worker.

C. The district office and the local schools could not or would not get involved with or encourage a direct mailing of the questionnaire to the parents of the school district. Mailing lists for the evaluators' use to mail questionnaires were unavailable and frowned upon.

The only distribution procedure which the school district would approve of was to allow the kindergarten pupils to take the form home. All attempts to explain that young kindergarten children may not get these forms home to their parents and other communicated concerns for statistical procedures failed to sway district personnel against their posture of "no mailing."

D. As a result, 180 questionnaires were distributed to the six classes involved in the sample in District 9 in packages of 30 questionnaires each for distribution by hand, to be carried home by the kindergarten children. A stamped, self addressed envelope was included with the questionnaire to facilitate mailing of the questionnaires directly back to the evaluators.

E. Apparently due to the inadequate distribution procedures and minimal follow-up procedures by the teachers, students and parents, the number of returned questionnaires were few. Five (5) questionnaires were returned out of the 180 distributed representing approximately a 3% return.

2. Social Worker

A. The results of the returned questionnaires are as follows:

a) 60% of the respondents indicated an awareness of the existence and functions of the social worker.

b) 40% had no awareness of the social worker.

c) The respondents learned of the social workers services through (1) the teachers, (2) a kindergarten school meeting, and (3) by a letter sent home.

B. Services provided by the social worker were help with the child's work and child's behavior. They also helped parents to help their children.

C. The range of parental visitations with the social worker ranged from daily experiences to one meeting, with the average number of encounters being 5 or 6 times.

D. The physical and emotional health of the child and family were the areas most widely covered and favored by the parent respondents. All were positive in their response that the social worker had helped them with their personal problems.

3. Parent-Program Assistant

A. As has been previously reported the Parent-Program Assistant in School District 9 was not hired during the school year 1970-1971. Therefore, there was no work done throughout the school year in the district in this parent-program area.

B. 80% of the parents (respondents) indicated that they were unaware of the existence or functions of the Parent-Program Assistant in their district.

C. One parent, apparently confused over the title and role, indicated an awareness that she met the Parent-Program Assistant at a school function and had helped the Parent-programmer to sell candy for the school. Further checking indicated that this encounter may have been the P.T.A.

In conclusion: a) It is recommended from observations and interviews and parental comments that the social worker concept and program be continued and expanded. The overall general effects have been very positive and constructive.

b) It is recommended that the Parent-Program Worker be hired and that the concept be explored for a school year and evaluated.

Enough work and direction has been started in this project to generate a curiosity for a "look-see" provided funds are available. The Parent-Program Worker concept however should be only a second priority status after the social worker concept has been fully funded.

CHAPTER V

ROLE-FUNCTION-INTERACTION DESCRIPTION OF EDUCATIONAL ASSISTANTS'CLASSROOM BEHAVIOR

I. CLASSROOM ENVIRONMENTS

As presented in Chapter II of this report, our evaluations of various kindergarten classrooms and subsequent analysis of observed data has led to the identification of five (5) distinct kindergarten-human interaction-environments within our sample.

The dynamics of the human interactions among the teacher, educational assistant and students within the kindergarten classroom setting established the following environmental concepts, categorized along a continuum for descriptive research purposes as:

1. Teacher Controlled
2. Teacher Led
3. Teacher and Educational Assistant Led
4. Teacher and Educational Assistant Monitored
5. Laissez Faire

These five kindergarten environments represent the learning and working conditions in which the teachers, educational assistants and students had to function in order to produce observable or measureable results.

Based upon our observations and interviews the sample population was subjectively categorized by the number of classes involved in each environmental setting. The percentages are as follows:

1. 21% of the classes operated in Teacher Controlled Environments.
2. 33% of the classes operated in Teacher Led Environments.
3. 24% of the classes operated in Teacher-Educational Assistant Led Environments
4. 10% of the classes operated in Teacher-Educational Assistant Monitored Settings
5. 12% of the classes operated in Laissez Faire Environments

The collected data obtained from the 72 classroom observations and interviews was analyzed, collated and categorized into the role-function-interaction descriptions of the educational assistants behavior within each of the identified kindergarten environments as follows:

II. ROLE ANALYSIS DESCRIPTIONS OF EDUCATIONAL ASSISTANTS

A. Educational Assistant's Role Within Teacher-Controlled Classroom Settings*

Passive - withdrawn
Listening
Answering
Waiting
Sitting
Responding to teacher directions
Docile
Non-directive in approach with children
Conforming
Incongruent behavior
Unpredictable behavior
Follower
Inactive
Little interaction between teacher and educational assistant
Secondary role and lower status
Assumes clerical, custodial and disciplinary functions
Carries out a few assigned instructional activity and preparation of materials
Non-supportive
Teacher dictates to assistant
Focuses attention on the mistakes and goals of performance
Strict disciplinarian with controls
Threatening, uses rewards and punishments as a technique
Sometimes ignores questions
Points out errors - ridicules with tone and body
Pupils challenge assistant's ideas
Inattentive
Limits discussions - controls behavior
Loses temper
Indicates annoyance
Directs students to new activities
Is directed and held responsible
Practices are varied according to directives
Assistant is told to help children in need
Is assigned to routine duties
Works with individual child
Does not participate in daily or long range planning
Assistant's individual talents are not used or considered

B. Educational Assistant's Role Within Teacher-Led Classroom Settings*

Structured
Organized
Efficient
Cooperative with teacher
Asks questions

Interacts with teacher and children
Help set up materials and interests centers
Assumes some responsibility for working with children and learning activities
Acts as resource person
Discussed mutual problems with teacher and children
Demonstrated lessons prepared by teacher
Can initiate some activities with teacher's approval
Follows up teacher initiated instructional activities
Teacher asks and directs assistant
Focuses attention and the person and the objective
Consistent discipline clearly communicated
Is fair with threats and promises
Responds to questions and encourages purposeful questions
Points out mistakes - helps to correct errors identified
Questions ideas - pupils challenge assistant's ideas
Sometimes inattentive
Sets limits
Helps others
Indicates annoyances
Leads students to new activities
Can ask for additional responsibilities
Practices are guided and usually outlined
Assistant is assigned to assist students in need
Works with small groups of children
Assistant's talents are used as supplementary enrichment
Assists with A. V. aids
Participates in follow-up planning
Assists and is delegated classroom routines

C. Educational Assistant's Role
Within Teacher and Educational Assistant Led Classroom Settings*

Collaborative
Open communications
Shared responsibilities
Engaged in entire spectrum of instructional and non-instructional activities
Free involvement with all materials and children
Variety of interactions with learning situation
Demonstrated lessons
Read to children
Enthusiastic
Relates with children in activity centers
Involved
Resource person
Assists teacher with instructional activities
Suggests and prepares instructional materials
Takes initiative

Supportive
Joint planning of lessons and activities
Mutual concern and encouragement
Assistant can plan own lessons
Focuses attention on the person
Consistent discipline mutually understood
Fair in dealings with other
Asks questions and encourages discussions
Works with child to solve problems and questions
Ideas are mutually discussed and problems resolved together
Attentive
Even tempered
Helps students explore
Praises student initiative
Can initiate and assume responsibility for activities
Assistant seeks out students in need
Works with individuals, large and small groups of children
Participates in daily and long range planning
Aide's talents are incorporated in the learning enrichment program
Assists with classroom routines
Uses A.V.aids and instructional routine

D. Educational Assistant's Role
Within Teacher and Educational Assistant Monitored Classroom Settings*

Planned activity centers
Helped decorate environment
Guides children
Follows behavior of children
Helps children at their activity centers
Enthusiastic
Open communications
Collaborative
Resource person
Assists teacher with instructional activities
Suggests and prepares instructional activities
Takes initiative with teacher
Supportive
Joint planning
Mutual encouragement
Teacher and assistant discuss and review daily activities
Utilizes varied practices
Focuses attention on the person
Consistent discipline continuously re-evaluated
Encourages questions
Encourages self-help to solve problems - discussing
Works with children independently and in groups
Attentive
Even tempered
Calm

Responds to student's inquiries
Helps children to explore and discover
Praises student accomplishments
Has responsibilities for planning activities
Practices are evolved based upon needs
Assistant seeks out children in need
Works with individuals, large and small groups of children
Participates in daily and long range planning
Aide's talents are an integral part of the daily experiences
Uses A.V. aids and instructional materials
Makes materials
Assists with routines

E. Educational Assistant's Role
Within Laissez-Faire Classroom Settings *

Few directions
Unstructured
Informal
Lethargic
Reprimanding
Follows up upon instructional activities initiated by child, or group or teacher
Pre-plans few instructional materials or instructional interest areas
Encourages and participates in "happenings"
Temperamental- unpredictable behavior
Non-supportive
Can function in opposite directions or cross-purposes
Varied practices
Inconsistent - sometimes focuses on person, sometime materials, sometime goal.
Acts first - reacts later
Inconsistent discipline. Fails to carry out

Sometimes responds to questions
Responds to questions and calls for help
Challenging behavior
Attentive at times
Loses temper
Indicates annoyance
Pursues independent actions
Calm or hyperactive depending on class atmosphere
Helps children to explore and be free
Praises freely
Focuses on act
Can assume responsibilities
Practices are independently established
Students seek aides help
Works with individuals and small groups of children
Participates in daily planning activities

Aide's talents are integrated and account for a major portion of learning activities
Assists with routines
Uses and makes instructional materials

In conclusion, it should be reemphasized that the previous lists of role descriptions and interpersonal relationships of the educational assistant's behavior within each of the identified kindergarten environments represent solely the perceived gestault of the evaluator. They are not to be interpreted as absolute settings or pictures of the total teacher-assistant-learning situation. Rather they are to be utilized as guide posts for identifying present environmental situations and then, consciously based upon this identified taxonomy of human interactions, to restructure the environment based upon felt needs and directions.

These taxonomies are not pure - each environment contains many combined roles and behavior within each of the perceived settings.

While there may be some overlapping and duplication of behavior between environments, each environmental setting and interpersonal relationship does indeed exist "uniquely" and "pure" sometimes for only moments, other times for a day, a week or a month and unfortunately in some kindergartens the absolute exists for an entire school year.

Our efforts here, were to establish a taxonomy which would provide concerned administrators and supervisors with a list of perceived criterion of early childhood learning environments (where 2 or more adults are working within the classroom) in order to improve such environments.

Such a perceived gestault identification can assist personnel selection committees to select those combinations of personality traits and adult behavior which are compatible to produce the desired "K" learning environment.

Following enlightened personnel selection, requirements and expectations can be established commensurate with the environment.

* Chapter V Footnote: Lists of role descriptions are not in order of priority or significance or frequency of occurrence but are presented as an overall gestault perception of the perceived working environment.

CHAPTER VI

READINESS TEST RESULTS AND COMPARISONS

I. INSTRUMENTATION

A. The children in the sample classes in Districts 4, 5, and 27Q were administered the Metropolitan Readiness Test, Form A, by the sample kindergarten classroom teachers, during the lask week of May and first week of June 1971. Some teachers and administrators in Districts 4, 5 and 27Q were opposed to the administration of the Metropolitan Readiness Tests but consented to their use as instruments for research and evaluation reasons.

B. Due to the factor that some of the teachers, administrators and district personnel of District 9, were unalterably opposed to the administration of the Metropolitan Readiness Test, Form A, to their kindergarten children, a substitute at the Districts suggestion was added in its place - namely the New York City Prereading Assessment. In the opinion of the evaluation team, while being an acceptable measurement instrument the Prereading Assessment lacked the power, experience and internal validity of the Metropolitan Test and therefore was not recommended.

In addition to the minimal diagnostic value it was felt that the addition of another measurement variable could only negatively effect the evaluation, diagnostic and prescriptive results of this investigation.

C. The testing, scoring and data review was started in June 1971 and completed in July 1971.

D. Due to teacher absence and circumstances beyond anyone's control, one class section did not complete the standarized measurement evaluation and, therefore, is not included in the final statistical results. Two teachers combined their classes for testing and scoring reporting of results. Therefore, you will note that 33 classes represent 35 teachers of the random sample population.

II BEHAVIORAL CRITERIA

A. It was hypothesized that, as a result of the intervention and additional resource person in the kindergarten classes, 80% of the kindergarten children would attain scores on the administered standardized Readiness Tests indicating that they are prepared (ready) to receive reading instruction in the first grade.

B. It was determined that readiness for reading instruction would have to be demonstrated by attainment of Average, High Normal or Superior ratings on

the Readiness and Assessment tests. Scores of A, B, or C, inclusive of percentiles ranging from the 31st %ile to the 99 %ileon National and New York City Norms would be acceptable to have demonstrated statistically readiness for reading.

III. THE METROPOLITAN READINESS TESTS

A. Nature of the Test

The progress young children make when they enter school in the primary grades depends to a large extent upon their readiness for learning and upon the provisions the school makes for variations in readiness. Among the chief factors that contribute to readiness for beginning schoolwork are linguistic attainments and aptitudes, visual and auditory perception, muscular coordination and motor skills, number knowledge, and the ability to follow directions and to pay attention in group work. How far advanced the school beginner will be in these skills depends upon many factors, such as his intelligence, his home background, his health and physical condition, his degree of emotional maturity, his social adjustment and his general background of experience.

Metropolitan Readiness Tests were devised to measure the extent to which school beginners have developed in the several skills and abilities that contribute to readiness for first-grade instruction. Designed for testing pupils at the end of the kindergarten year these tests provide a quick convenient, and dependable basis for early classification of pupils, thus helping teachers manage the instructional effort more efficiently. The tests are not designed as measures of the effectiveness of kindergarten programs, though it is entirely reasonable that a good kindergarten program should contribute to development of some of the abilities covered by the tests.

Six tests are included in Metropolitan Readiness Tests, as follows:

Test 1. Word Meaning, a 16-item picture vocabulary test. The pupil selects from three pictures the one that illustrates the word the examiner names.

Test 2. Listening, a 16-item test of ability to comprehend phrases and sentences instead of individual words. The pupil selects from three pictures the one which portrays a situation or event the examiner describes briefly.

Test 3. Matching, a 14-item test of visual perception involving the recognition of similarities. The pupil marks the one of three pictures which matches a given picture.

Test 4. Alphabet, a 16-item test of ability to recognize lower-case letters of the alphabet. The pupil chooses a named letter from among four alternatives.

Test 5. Numbers, a 26-item test of number knowledge.

Test 6. Copying, a 14-item test which measures a combination of visual perception and motor control.

B. Interpretation of Scores

1. The tests are scored by comparing the pupils' responses with the correct answers given on the Scoring Key. The score on each of the subtests is the number of items right. This score should be recorded in the space provided at the bottom of the last page of each test, and then transferred to the proper place in the score box on the title page. Provision has been made there for combining the scores on Tests 1 through 6 to give a Total Readiness score.

All scoring (and additions for Total score) should be checked, preferably by a second person. In the case of Test 6, Copying, where considerable judgment is involved, independent scoring by two persons, with subsequent attempts to reconcile any disagreements, is strongly recommended.

2. TABLES 6A & 6B Letter Rating and Readiness Status Corresponding to Various Ranges of Total Score on Form A or Form B

NAT. NORM %iles	Score Range	Letter rating	Readiness Status	Significance
91+	Above 76	A	Superior	Apparently very well prepared for first-grade work. Should be given opportunity for enriched work in line with abilities indicated.
69-90	64-76	B	High Normal	Good prospects for success in first-grade work provided other indications, such as health, emotional factors, etc., are consistent.
31-68	45-63	C	Average	Likely to succeed in first-grade work. Careful study should be made of the specific strengths and weaknesses of pupils in this group and their instruction planned accordingly.
7-30	24-44	D	Low Normal	Likely to have difficulty in first-grade work. Should be assigned to slow section and given more individualized help.
1-6	Below 14	E	Low	Chances of difficulty high under ordinary instructional conditions. Further readiness work, assignment to slow sections, or individualized work is essential.

3. The Total score may be converted to a percentile rank by reference to Table 6A. This table gives the percentile ranks corresponding to total scores, which ranks indicate the percentage of pupils in the national standardization group making scores equal to or lower than the score in question. Thus the teacher has an indication of how each pupil compares in

overall readiness status with a representative group of beginning-first-grade pupils.

A more meaningful interpretation, however, is the conversion to a letter rating through reference to Table 6B above. This table gives letter ratings on a convenient five-point scale from E (low) to A (high), for various total-score ranges; a verbal description of each level; and brief comments on the significance of the rating. This is the simplest mode of interpretation of scores and the one most widely used with earlier forms of the tests. It enables a teacher to group her pupils into five readiness levels for the provision of instruction best suited to the present status of each group.

4. Interpretation of Subtest Scores. Ordinarily, the total score provides an adequate basis for classification and grouping of puils, particularly with respect to the formation of instructional groups in reading. Efforts to attach significance to the subtest scores of individual pupils are not encouraged; the subtests are short, and so the reliabilities of their scores are naturally lower than that of the total score.

IV. THE NEW YORK CITY PREREADING ASSESSMENT TEST

A. Purpose of the Test

The New York City Prereading Assessment was developed in response to numerous requests from teachers and supervisors for a reading readiness test especially designed for use in the New York City public schools. They sought a test in which the items were largely suitable for urban children and whose norms were based on the first grade population of New York City's public schools rather than on a national population with a higher socio-economic status. In addition, the school personnel asked for a test that was not time-consuming: that could be given in one session and scored quickly.

This prereading test was constructed to help first grade teachers judge each pupil's readiness for formal, systematic reading instruction. Teachers know well that when children enter the first grade they differ greatly in maturity and in ability to participate in a structured learning situation. In the first place, there may be an age range of as much as one year in the class. In the second place, the children enter the first grade with varying backgrounds of experience. In the third place, the children are unlike in physical and emotional maturity and in interest in learning. Thus, some may be ready for formal instruction while others are not.

It should be stressed that the purpose of this test is not to classify children for placement in the first grade, but to identify children who may not be ready for formal reading instruction. The ceiling of the test is therefore relatively low.

B. Nature of the Test

The Prereading Assessment provides first grade teachers with (1) opportunity to observe how each child works in a structured group situation, (2) some objective

evidence with which to evaluate the child's performance, and (3) a guide to help in the observation of the child's intellectual development and general maturity. The test consists of three sections:

1. Language: vocabulary, concepts, and listening ability.
2. Visual Discrimination: ability to distinguish between letters and between words.
3. Guide to Teacher Judgment: a rating scale, based on the teacher's day-to-day observation of the pupil's behavior in the classroom. This aspect of the assessment considers the pupil's general language development, personal and social adjustment, physical functioning and intellectual functioning.

The New York City Prereading Assessment was devised especially for the children in the city's public schools. As far as possible, the items testing vocabulary and concepts were selected as likely to be known to urban children from both low and middle income families. The ubiquity of television in children's homes has, to some extent made the task easier than it was twenty years ago.

C. Norms

Norms are given separately for the two parts of the test and are expressed as "Readiness Ratings." These norms were developed using a representative sample of first grade children in the New York City public schools. The norming sample was selected to be representative both geographically and ethnically of the first grade classes in 1965, and included a very large disadvantaged group.

Thus these norms are intended to be applied only to New York City children rather than to a national, largely middle-class population, as most well-known readiness tests do.

The norms developed for this assessment are based on a stanine distribution. Stanines are ordinarily presented in nine steps on the percentile range from one to 99. For ease in interpretation, they have been combined into five groups. Therefore, in this test the category "Superior" represents only the highest four per cent of the children; "Above Average" represents the next 19 per cent; "High Average to Low Average" the middle 54 per cent; "Below Average to Poor" the next lower 19 per cent; and "Very Poor" the lowest four per cent. Note that the highest and lowest groups are very small. The High Average to Low Average group is very large. It is in this range that most care must be used in selecting those who are ready for systematic reading instruction.

D. Readiness for Reading Instruction

The decision on each child's readiness for reading instruction should be made on the basis of three criteria: (a) the child's readiness level as shown on each of the two parts of the test, and (b) the ratings in the Guide to Teacher Judgment. This decision should be checked in the scale at the bottom of the last page of each test booklet. The comments in the Table of Norms will be helpful in making the decision.

The two parts of the test should not be combined into a single rating. A child, for instance, may be "Very Poor" in language even though he is "Above Average"

in visual discrimination. He probably needs many language activities before undertaking systematic reading instruction. A child rated "Below Average" in visual discrimination but "Above Average" in language may need a considerably shorter period of prereading activities than the child with very poor language.

E. New York City Prereading Assessment Readiness Ratings

TABLE 6C Readiness Ratings and Interpretation of Ratings

N.Y.C. Norms %iles	Raw Score Part I	Raw Score Part II	Readiness Rating	Percentile Rank	* Recommendations
95%+	32	27-28	Superior	Above 96th percentile	The highest four per cent of the first grade are in this group. These children appear to be ready for systematic reading instruction, and have an excellent chance for success.
76-94	28-31	24-26	Above Average	78th-96th percentile	The next highest nineteen per cent of the first grade are in this group. Provided they show no severe deficits on the Teacher Judgment scale, these children need few or no readiness activities before systematic reading instruction is begun. They have a good chance for success.
25-75	20-27	15-23	High Average to Low Average	24th-77th percentile	The middle 54 per cent of the first grade is in this group. For these children entries on the Teacher Judgment scale should be carefully studied in combination with the test scores. Those at the upper end of the "Average" group may soon be ready for systematic reading instructions, while those at the lower end may need more extended readiness activities based on weaknesses found. Many of this group will need from one to several months of prereading activities.

N.Y.C. Norms %iles	Raw Score Part I	Raw Score Part II	Readiness Rating	Percentile Rank	* Recommendations
5-24	12-19	8-14	Below Average to Poor	5th-23rd percentile	This group includes the next nineteen per cent. It is not likely that these children are now ready for systematic reading instruction which may be delayed for a number of months. This period should not be considered a period of "waiting" but should have many planned activities based on each child's needs as shown by the test and by the teacher's observations, especially in concepts and vocabulary development. A very low score only in Part I or only in Part II may indicate a serious hearing or vision defect.
1-4	1-11	1-7	Very Poor	Below 5th percentile	This group represents the lowest four per cent. These children are not ready for systematic reading instruction. They may need a generally informal school program. They should be carefully observed. Some of them may have severe emotional, visual, or hearing handicaps. A physical or psychological examination may be in order.

* Notes: The percentages given above refer to the entire first grade in the New York City Public schools.

Children whose inadequate command of English prevents their understanding the test directions should not be tested.

V. EVALUATIONS BY SCHOOL DISTRICTS

A. District Mean Scores and General Readiness Status of Kindergarten Children in Districts 4, 5, 27Q & 9

TABLE 6D Metropolitan Readiness Tests - Form A

Mean Scores Readiness Status

	M Scores	Status
District 4	55.87	C = Average
District 5	50.30	C = Average
District 27Q	55.52	C = Average

New York City Prereading Assessment

Mean Scores Readiness Status

		M Scores	Status
District 9			
	Part I -	25.53	C = Average (High Avg. to Low Avg.)
	Part II -	15.50	C = Average (High Avg. to Low Avg.)

1. All School Districts 4, 5, 27Q and 9 achieved average kindergarten readiness results, as determined by Mean Score results when compared with a National Norm Kindergarten group. As a generalization this indicates that the average (middle) child in the kindergarten in each of these districts compares formally with the reading readiness achievement and status of the National Norms.

2. "Averageness" is further explained by the tests to mean that:

   a. The "K" child is likely to succeed in first-grade work. Careful study should be made of the specific strengths and weaknesses of pupils in this group and their instruction planned accordingly.

   b. The middle 54 per cent of the first-grade is in this group. For these children entries on the Teacher Judgment scale should be carefully studied in combination with the test scores. Those at the upper end of the "Average" group may soon be ready for systematic reading instruction, while those at the lower end may need more extended readiness activities based on weaknesses found. Many of this group will need from one to several months of prereading activities.

3. Since the average range on these readiness tests embraces students from approximately the 30th %ile to the 75%ile additional information regarding the range and distribution of test results is desirable before determining group, program or individual reading recommendations.

B. Total Score Readiness Status and Range of Scores in District # 4

TABLE 6E Metropolitan Readiness Tests Form A

District 4

Total Score Readiness Status and Distribution Range

	M	% of Student Body
A = (Superior)	8	4%
B = (High Normal)	27	17
C = (Average)	63	39
D = (Low Normal)	52	32
E = (Low)	13	8
	N=163	100%

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1. While achieving reading readiness results in the average range on Mean scores of 55.87 (which may have occurred due to few superior students with high results seeming the total groups average achievement.) The total distribution of the class scores presents a modified picture.

2. Total score distributions indicate that:

   a. 60% of the kindergarten students achieved "Average" to "High Normal" to "Superior" reading readiness achievement status.

   b. With 40% of the kindergarten students falling into the "Low-Normal" and "Low" achievement reading readiness status. This distribution does not compare favorably with the national "Norm" distribution.

3. District # 4 did not accomplish its stated behavioral objective of having 80% of their kindergarten children prepared to receive reading instruction in the first grade.

4. Other results indicate that:

   a. 4% of the kindergarten students achieved"Superior", "A" reading readiness achievement

   b. 17% achieved "High Normal", "B" achievement

   c. 39% achieved "Average", "C" achievement

   d. 32% achieved "Low-Normal", "D" achievement

   e. 8% achieved "Low", "E" achievement

C. Total Score Readiness Status and Range of Scores in District #5

TABLE 6F

District 5

Total Score	Readiness N	Status and Distribution Range % of Student Body
A = (Superior)	21	9%
B = (High Normal)	42	19
C = (Average)	87	39
D = (Low Normal)	57	26
E = (Low)	16	7
	N223	100%

1. While achieving "average" reading readiness results on Mean Score statistics of 50.30 the total distribution of kindergarten class scores illustrates a slightly different - possibly less than average-picture.

2. The total score distribution indicates that:

   a. 67% of the sample kindergarten students achieved "average" or higher reading readiness achievement status.

   b. 33% of the sample kindergarten student body achieved "Low-Normal" and "Low" reading readiness achievement status. This distribution approximates the national "Norm" distribution.

3. District #5 did not accomplish its stated behavioral objective of having 80% of their kindergarten children prepared to receive reading instruction in the first-grade.

4. Other results indicate that:

   a. 9% of the "K" students achieved "A" Superior status

   b. 19% of the "K" students achieved "B" High-Normal status

   c. 39% of the "K" students achieved "C" Average status

   d. 26% of the "K" students achieved "D" Low-Normal status

   e. 7% of the "K" students achieved "E" Low status

D. Total Score Readiness Status and Range of Scores in Districts #27Q

Table 6G District 27Q

Total Score	Readiness N	Status and Distribution Range % of Student Body
A = (Superior)	20	19%
B = (High Normal)	25	24
C = (Average)	32	32
D = (Low Normal)	22	21
E = (Low)	4	4
	N=103	100%

1. While achieving "average" reading readiness results in Mean Score statistics of 55.52 the total distribution of kindergarten class scores illustrates a similar "average" picture.

2. The total score distribution indicates that:

   a. 75% of the sample kindergarten students achieved "average" or higher readiness achievement status.

   b. 25% of the sample kindergarten students achieved "low-normal" and "low" reading readiness achievement status. This distribution compares favorably and exceeds the national "Norm" distribution of scores.

3. District 27Q approached with 75% success, but did not accomplish its stated behavioral achievement objective of having 80% of their kindergarten children prepared to receive reading instruction in the first grade.

4. Other results indicate that:

   a. 19% of the "K" students achieved "A" Superior status

   b. 24% of the "K" students achieved "B" High Normal status

   c. 32% of the "K" students achieved "C" Average status

   d. 21% of the "K" students achieved "D" Low-Normal status

   e. 4% of the "K" students achieved "E" Low status

E. Total Score Readiness Status and Range of Scores in District #9

Table 6H

New York City Prereading Assessment
Part I (Vocabulary; Concepts; Listening)

	N	% of Student Body
A = (Superior)	1	2%
B = (Above Average)	42	47
C = (High Avg. to Low Avg.)	37	41
D = (Below Avg.)	6	7
E = (Very Poor)	3	3
	N=89	100%

Part II (Visual Discrimination-Distinguising Letters & Words)

	N	% of Student Body
A = (Superior)	5	6%
B = (Above Average)	8	9
C = (High Avg. to Low Avg.)	38	41
D = (Below Avg.)	26	30
E = (Very Poor)	12	14
	N=89	100%

1. While achieving "average" reading readiness results with a mean score statistics of 25.53 (Part I) and 15.50 (Part II), the total distribution and range of scores indicates a "high-average" achievement performance on Part I and a "low-normal" achievement on Part II.

2. As indicated in the Testing manual that are lower on Part II than on Part I may indicate that there is a need for a shorter period for readiness activities to prepare a child for reading than the reverse pattern of low language scores and high visual scores.

3. In any event there is a marked discrepancy between the reading readiness assessment achievement on Part I than Part II. While scores are not to be combined, conservative interpretation indicates general "average" results with more work still required in visual perception and discrimination before the kindergarten children will be ready for reading in the first grade.

4. The total score distribution indicates that:

   a. On Part I (Vocabulary, Concepts & Listening skills) 90% of the sample kindergarten students achieved "average" or higher readiness achievement status.

   b. On Part I 10% of the sample kindergarten students achieved "below-average" or "very poor" reading readiness status.

   c. On Part II (Visual Discrimination) only 56% of the sample kindergarten students achieved "average" or higher readiness achievement status.

   d. On Part II, 44% of the sample kindergarten students achieved "below average" or "very poor" readiness status.

5. Due to the low-power of the measurement instrument and the differing results on Parts I and II the overall results have been transliterated into an overall "average" performance which approximate national and N.Y. City Norms.

6. a. District #9 achieved its behavioral objective on Part I of having 90% of their kindergarten students achieve vocabulary language development readiness for reading.

   b. District #9 did not accomplish its stated behavioral objective of 80% effectiveness in Part II with only 56% achieving readiness for reading instruction in the first grade.

   c. On an overall general average transliterating District #9 did not achieve its stated behavioral objective of having 80% of their kindergarten children prepared to receive reading instruction in the first grade.

7. Other results indicate that:

   a. On Part I (Vocabulary) 2% of the sample kindergarten students achieved Superior status; 47% achieved above-average status; 41% achieved High Average to Low Average status; and 10% received Below Average and Very Poor status in reading readiness.

b. On Part II (Visual Discrimination), 6% of the sample kindergarten students achieved Superior status; 9% achieved above average status; 41% achieved High average to Low average status; 30% achieved Below average status and 14% achieved Very Poor status in readiness for reading.

VI. MEASUREMENT EVALUATIONS BY IDENTIFIED KINDERGARTEN ENVIRONMENTS

A. As mentioned previously in Chapter II and Chapter IV five specific identifiable kindergarten learning environments have been categorized as 1) Teacher Controlled Settings; 2) Teacher Led Settings; 3) Teacher-Educational Assistant led settings; 4) Teacher-Educational Assistant monitored settings and 5) Laissez-Faire settings.

B. The evaluation team first identified each of the classes in the sample population by a kindergarten environment. Second, the reading readiness test scores were identified by teachers and kindergarten environment and evaluated by kindergarten environmental groups.

C. It was the purpose of the environmental sub-group-evaluation procedure to see if any of the identified setting achieved reading readiness status at a significant higher or lower level than the Community School District groupings or among and between the identified kindergarten groupings as compared with National Norms.

D. Table 61 below identifies the number of classes and teachers that were identified in each of the sub-grouping kindergarten environments and the percentage of the total sample population that each sub-group proportionately represents.

TABLE 61

Number of Sample Classes Involved in Identified Kindergarten Environments

	No. of Classes	% of Sample
I. Teacher Controlled Setting (Dist.4=2; Dist.5=3;Dist. 9=1;Dist.27=1)	7	21
II. Teacher Led Setting (Dist.4=3; Dist.5=4; Dist 9=1; Dist.27=3)	11	33
III. Teacher-Educational Assistant Led Setting (Dist.4=2; Dist.5=3; Dist.9=2; Dist 27=1)	8	24
IV Teacher-Educational Assistant Monitored Setting (Dist.4=1; Dist.5-1; Dist.27=1; Dist.9=None)	3	10
V. Laissez Faire Setting (Dist.4=None; Dist.5=2; Dist.27=None;Dist.9=2)	4	12
Number of Kindergarten Classes in Testing Sample = (35 Teachers)	33 Classes	100%

(* 3 Kindergarten classes did not complete testing)

1. 33 classes are represented in the total measurement sample.
   3 classes of original sample did not complete test data
2. a. 7 classes-Teachers representing 21% of the total sub-sample were identified as Teacher-Controlled
   b. 11 classes-Teachers representing 33% of the total sub-sample were identified as Teacher Led
   c. 8 classes-Teachers representing 24% of the total sub-sample were identified as Teacher-Educational Assistant Led

d. 3 classes-Teachers representing 10% of the total sub-sample were identified as Teacher-Educational Assistant Monitored

e. 4 classes-Teachers representing 12% of the total sub-sample were identified as Laissez Faire Setting

3. Practically all school districts had some teacher class representation in each of the kindergarten environments, which may indicate that the classroom teacher determines the mode of environment under which she will function. Exceptions were that District #4 and District 27 had no "Laissez-Faire" Kindergarten Teachers and District #9 had no "Teacher-Educational Assistant Monitored" kindergarten environments.

E. Table 6J,which follows,illustrates the mean scores of the kindergarten students within each kindergarten classroom environment

TABLE 6J

Mean Scores For Each School District For Each Identified Kindergarten Environment

District	I Teacher Controlled	II Teacher Led	III Teacher-Ed. Assistant Led	IV Teacher-Ed. Assist. Monitored	V Laissez Faire
District #4	"C"-48.36(2)	"D"-41.52(3)	"C"-57.76(2)	"C"-49.28(1)	None
District #5	"C"-53.96(2)	"C"-54.26(4)	"C"-45.81(3)	"C"-54.21(1)	"D"-43.26(2)
District #27	"C"-58.14(2)	"C"-55.38(3)	"D"-41.25(1)	"B"-67.44(1)	None
District #9 (Part I)	"C"-27.52(1)	"C"-25.64(1)	"C"-23.23(2)	None	"B"-25.76(2)
District #9 (Part II)	"D"-12.52(1)	"C"-17.52(1)	"D"-15.33(2)	None	"D"-16.65(2)

* Parentheses indicates No. of Teachers and sample Kindergarten Classes in sub-sample.

1. Practically all of the sub-groups follow the same "averageness" pattern of reading readiness achievement as was established by total district populations (as a generalization).

2. All groups functioned well and average was comparable to National and District Norms with a few noticeable exceptions as follows:
   a. Districts #4 "Teacher-Led" K-Environment grouping achieved significantly lower reading readiness achievement results than the total District 4's results and National Norm comparisons.
   b. District #5, "Laissez-Faire" K-Environment grouping achieved significantly lower reading readiness achievement results than the total District #5's results and National Norms comparisons.
   c. District #27, "Teacher-Education Assistant Led" K-Environment grouping achieved significantly Lower reading readiness achievement results than the total District 27 reading results and National Norm comparisons.

d. District #9, had significantly higher results on Part I Language scores for their "Laissez-Faire" K-Environment grouping than the rest of the Districts results.

District #9 had comparable "Low-Poor" results on Part II (Visual Discrimination) for all of their sub-teaching groups -- with the exception of Teacher Led -- which is identical to the overall Districts achievement in Part II area.

e. District #27, had positive and "High-Average" reading readiness achievement results with their Teacher-Educational Assistant Monitored K-grouping environment.

F. Table 6K below illustrates the distribution of total scores and percentages of kindergarten students at each reading readiness level for each of the identified kindergarten environments. All districts have been combined in this comparative evaluation.

TABLE 6K

Distribution of Total Scores and Percentages of Kindergarten Students at Each Readiness Level For Each Identified Kindergarten Environment

National Norm	Total Score Reading Status	I Teacher Controlled %	II Teacher Led %	III Teacher Ed.Asst.Led. %	IV Teacher E.A.Monit'd. %	V Laissez-Faire %
91%+	A	11%	9%	4%	20%	2%
70-90%ile	B	18	22	18	12	25
31-69%ile	C	42	37	40	51	36
7-30%ile	D	26	24	27	16	33
1-6%ile	E	3	8	11	1	4
No. of Teachers		7	11	8	3	4

1. All sub-groupings continued to show the "average" reading readiness achievement patterns that have already been established for the School Districts collectively and separately.

2. The range distributions and scores compare favorably between and among each other. All of the kindergarten environments with one possible exception (with further study) compare identically with each other, with the overall "average" district results and with the statistically similar mean comparisons on National Norms.

3. The one possible exceptions may be:

a. The "High-Average" positive results of the Teacher-Educational Assistant Monitored Kindergarten Environments. The Teacher-Educational Assistant Monitored Kindergarten Setting was the only environment that achieved the behavioral objective of having over

80% of their Kindergarten students ready to receive instruction in the first grade. 81% of the Teacher-Education Assistant Monitored K-students achieved "C" or above readiness status.

b. "High-Averageness" indicates that:
   1. The Kindergarten child has good prospects for success in first-grade work provided other indications, such as health, emotional factors, etc., are consistent.
   2. The Kindergarten child will probably be in the highest 25%ile of the first-grade provided they show no severe deficits on the Teacher Judgment scale. These children need few or no readiness activities before systematic reading instruction is begun. They have a good chance for success.

In conclusion:

1. It was felt that the 80% expectation level (within an "average" school population) for kindergarten students to be made ready to receive reading instruction in the first-grade was unrealistic and unattainable.

2. It was also felt that both the Metropolitan Readiness Tests and the New York City Prereading Assessment Tests were not powerful enough for individual interpretations, sub-test analysis, item analysis and multi-faceted analysis.

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

I. CONCLUSIONS

A. There is a limited amount of basic, descriptive or experimental research available, in progress or apparently being funded in the areas of papaprofessionals, educational assistants or differentiated staffing and the effectiveness of such additional personnel in the learning environment.

B. Early childhood innovations and research or title proposals should involve the local school districts, the teachers, and all personnel to be included in the project as early as is possible and feasible, within the developmental processes of such program designs. This early involvement and "bottom-up" approach will help increase commitment and responsibility for the project.

C. Delimitations for all early childhood projects should be clearly established and identified in order to focus attention upon one experimental variable during each evaluation process.

D. Most early childhood standardized measurement instruments placed in the hands of the classroom teacher lack the power for significant diagnostic workups or regression analysis. More powerful testing instruments have to be designed or individual tests administered to young children by the evaluators.

E. In a classroom there is an interdependent relationship among interpersonal variables physical setting variables which constitute the learning environment and the behavior of those within the environment.

F. With respect to the behavior of the adults present five categories of classroom environments can be differentiated: a) Teacher controlled, b) Teacher Led, c) Teacher-Educational Assistant Monitored, and e) Laissez Faire.

G. In each of these five environments, different assumptions are held with respect to how children learn and these assumptions are reflected in the behavior encouraged.

H. Roles for all persons in the setting, including that of the educational assistant, vary among the different environments. These roles seem to be the result of dynamic interaction rather than the product of either adult possessing static personality traits, and these roles are therefore modifiable.

I. Overt and covert conflict were most noticiably manifested in the Teacher Controlled and Laissez Faire environments. This was also true of extremes in other behaviors including activity/passivity and hostility/docility as well as incongruities between verbal and nonverbal cues. The highest degrees of individual satisfaction and opportunities for self fulfillment were expressed by those persons in Teacher-Educational Assistant Monitored settings, followed closely by Teacher-Educational Assistant Led settings.

J. As teacher control and direction of activities decreased opportunities for the educational assistant to take part in instructional activities increased.

There seemed to exist a persistent relationship between the amount of responsibility each person in the setting had for directing his own behavior and the degree of cooperation and enthusiasm for learning.

As the children assumed more active responsibility for their learning, discipline problems decreased.

K. Educational assistants who had a consistent and integral role in planning classroom activities were most frequently enthusiastic, the most effective and the most satisfied with their relationships with the teacher.

L. Contrary to some expectations, educational assistants either were capable of or could be trained to plan educational activities. This did not usurp the teachers' role, but augmented it.

M. Faulty, conflicted communication among persons in the educational setting directly affects the educational process.

N. A large percentage of the classrooms observed emphasize control rather than instruction.

O. The self-contained classroom or isolated activity setting has limited educational opportunities.

P. Educational assistants increase the options for children to interact with, thereby enriching the educational environment.

II. RECOMMENDATIONS

A. More descriptive and basic research is needed in the areas of the need, use and effects of the paraprofessional (educational assistant) within the learning environment.

B. A clear list of behavioral tasks and expectations of the educational assistant would be useful.

C. The Parent-Program Assistant should be hired in School District 9 and the potentials of this program explored for at least one school year and evolution in a "Look-See" basis. This program has second priority to the social worker.

D. The social worker program in School District 9 should be continued and expanded on a first priority basis.

E. The Educational Assistant concept of providing an additional adult to work with the kindergarten teacher within the kindergarten learning environment is a very viable concept and program and should be continued. More work is needed to establish those desireable adult interrelationships which produce the most effective kindergarten "learning" environment for educationally disadvantaged young children.

F. In order to obtain personal commitment and responsibility, each Local Community School District should be directly involved from the beginning with the concept, initiation, and development of all local ESEA Title I research and/or project proposals. A "bottom-up" approach in preference for a "top-down" approved for project development will enhance the projects completion. If possible the teachers and district personnel that are to be involved in the project should be consulted for their ideas prior to the conception, development, and writing of ESEA Title I proposals.

G. Evaluations of Local Community School Districts in New York City should be designed to include each local school district separately. New York City Community School Districts SHOULD NEVER BE COMBINED FOR EVALUATION PURPOSES and function numbers (different projects) should also never be lumped together for evaluative purposes.

There are enough variables and unique/uncontrollable situations in each of the New York City Local Community Schools to render any and all combined evaluations, conclusions and recommendations questionnable.

By working in only one school district, situations can be controlled, and, where uncontrollable, they can be accounted for or statistically adjusted.

H. Evaluators and Supervisors should consider selecting a small random sample of kindergarten students from within each environment for individual psycometric testing or Piaget Task Testing or other individualized language or task instruments.

I. More powerful measurement instruments for early children language and reading should be identified and used in future research.

J. A more selective smaller number of students within each "k" environment should be randomly selected for observations.

K. That each school reexamine their goals, assumptions about learning and classroom activities for their validity and congruence.

L. That school administrators foster an atmosphere of mutual respect and collaboration, minimize hierarchical structures and encourage communication among entire staff--paraprofessional as well as professional.

M. That regularly held small group discussion sessions be held, utilizing a person skilled in group dynamics.

N. That the problem of possible conflict between teacher and educational assistant be openly recognized as an overwhelmingly important factor in the creation of classroom environments and subsequently of learning environments. Teacher-educational assistant teams cannot afford to "sweep" conflict in their relationship "under the rug" and must talk it out.

O. That educational assistants become regularly involved in initiating and planning classroom activities.

P. That joint training sessions for teachers and educational assistants be held, while recognizing that each person may be contributing a different expertise.

Q. That staff as well as children be rewarded rather than punished for individual contributions which promote good instruction.

R. That where ever possible, the richness of the educational environment be increased. Some of many strategies possibly include:

1) Organizing two or three classrooms in "clusters" where all 4 or 6 adults have joint responsibility for the total number of children and can use the classroom space, materials, and personnel in any pattern of grouping which meets the specific needs of the children.

2) Increase opportunities for children to interact with materials which they choose.

3) Group children according to their specific educational <u>needs</u> rather than general ability levels.

4) Shift focus of learning from teacher talk to pupil talk and interaction with each other as well as with the adults and materials.

5) Utilize the educational assistant to develop jointly with the teacher plans and activities for each child.

6) Reduce interrupting children's behavior streams. Instead monitor and guide activities, letting the activity dictate the time structure rather than an arbitrary predetermined time schedule.

7) Shift the emphasis of adult behavior from talk and directing to setting and presenting materials for the children to choose and manipulate.

APPENDIX

APPENDIX A

RANDOM SAMPLE POPULATION

I. District 4

PS. 72
PS. 155
PS. 112
PS. 80

II. District 5

PS. 30
PS. 129
PS. 156
PS. 197

III. District 27Q

PS. 124
PS. 215

IV. District 9

PS. 132
PS. 42

KINDERGARTEN DESCRIPTIVE INTERACTION-BEHAVIOR-ACTIVITY OBSERVATION FORM(KDOF)

School_____Class_____Teacher_____

Date_____Session_____Paraprofessional_____

INTERACTION	Paraprofessional with Teacher	Children	Other	Teacher with Paraprofessional	Children	Other	Children with Paraprof.	Teacher	Other
ignoring-listening									
rejects-accepts									
challenges-cooperates									
callous-sensitive									
hostile-docile									
ridicules-praises									
tells-asks									
directs-follows									
reprimands-redirects									
discourages-supports									
silent-talkative									
controls-instructs									
tense-relaxed									
lethargic-energetic									
loud-quiet									
rigid-flexible									

Comments_____

APPENDIX B (Page 2 of 3)

KINDERGARTEN DESCRIPTIVE INTERACTION-BEHAVIOR-ACTIVITY OBSERVATION FORM(KDOF) (cont'd)

CLASSROOM CONTEXT

Arith. Science
Arts/Cr. Sens.
Blocks Rest
Ex/Games Snack
Free Play Soc. Bk.
Health/Hyg. Water
Lang. Mus/Rhy.

Demonstr.
Discuss
Indiv. Att.
Lead
Question
Resource
Show
Supervise
Tell

Next to
Near
Midst
Fringe
Out

Activity/Subj.	Time	# Groups	# Children	Child/arrange	Child/role	Adult/ Group	Adult/ Role	Adult/ Pos.	Materials	Mood/Class

APPENDIX B (Page 3 of 3)

KINDERGARTEN DESCRIPTIVE INTERACTION-BEHAVIOR-ACTIVITY OBSERVATION FORM(KDOF)
(cont'd)

TASK DESCRIPTIONS(MARK/each time)

A. INSTRUCTIONAL	P	T
Demonstrate		
Discuss		
Individ/Attn		
Lead		
Question		
Resource		
Show		
Supervise		
Tell		
Plans		
Consults to parents		
B. NONINSTRUCTIONAL		
1-Clerical		
Takes Attend		
Collects Money		
Prepares Mastrs		
Duplicates Mat.		
Keeps Records		
Corrects Work		
Runs Errands		
Distrib. Mat.		
2-Housekeeping		
Cleans Room		
Arrang. Furn.		
Erases Bds.		
Cares/Plnts/An.		
Helps Ch. Dress		
3-Supervision		
Recess		
Lunch		
Bathroom		
Halls		
Closet		
Class		
Auditorium		
Cafeteria		
Snack		

Comments _____

Summary _____

TEACHING & LEARNING

APPENDIX C

GROUP C - KINDERGARTEN EDUCATION PROGRAM

INTERVIEW QUESTIONS FOR TEACHERS

The information requested will be kept confidential and is asked only in order to learn more about the ways this program can be improved.

A. If you were to grade the overall performance of the educational assistant in your classroom, what grade would you give (CIRCLE IT)?

A	B	C	D	F	X
(excellent)	(good)	(fair)	(poor)	(very poor)	(cannot evaluate)

B. What help has the educational assistant been to you and the children? PLACE A CHECK beside all that apply and add any that you feel apply to your situation.

_____ 1. has allowed me to spend more time teaching

_____ 2. has given me the free time I need for myself

_____ 3. has freed me from routine chores

_____ 4. has provided the children with an additional person who can look after their needs

_____ 5. has improved the emotional and learning climate of the classroom

_____ 6. has not been helpful at all

_____ 7. _____

_____ 8. _____

C. Please evaluate the performance of your educational assistant in each of the following areas by placing an A, B, C, D, or F beside it. Put an X beside areas where you are unable to make an evaluation.

_____ keeping records

_____ picking up after the children

_____ running office machinery

_____ supervising play-ground or cafeteria

_____ being responsive to the children's needs

_____ fitting into the general classroom situation

APPENDIX C

GROUP C - KINDERGARTEN EDUCATION PROGRAM

INTERVIEW QUESTIONS FOR TEACHERS (Cont'd)

D. Do you think that the educational assistant was properly trained for the job?

_____yes _____no _____other

If no, please state what you feel was lacking in her training and how it can be improved.

E. What has been the most important help that the educational assistant has given to you? (CHECK only one) Add the item if it is not included in the list below.

_____ 1. has improved the emotional and learning climate of the classroom

_____ 2. has provided the children with an additional person who can look after their needs

_____ 3. has freed me from routine chores

_____ 4. has given me the free time I need for myself

_____ 5. has allowed me to spend more time teaching

_____ 6. has not been helpful at all

_____ 7. _____

F. How would you grade the educational assistant on the following characteristics (PLACE an A, B, C, D, F or X beside each category)?

_____ warmth

_____ alertness

_____ intelligence

_____ obedience

_____ cooperativeness

_____ grammar

_____ simple arithmetic

_____ ingenuity

_____ grooming

Cont'd...

APPENDIX C

GROUP C - KINDERGARTEN EDUCATION PROGRAM

INTERVIEW QUESTIONS FOR TEACHERS (Cont'd)

G. How long did it take you to feel comfortable with the assistant?

_____ a. a few days

_____ b. right away

_____ c. a week

_____ d. not yet

_____ e. other

H. What are some of the activities in your classroom designed to increase the self-worth of the children? _____

_____

_____

_____

I. What are some of the activities in your classroom which provide learning - discovery - inquiry opportunities for the children. _____

_____

_____

_____

_____

J. What have been your contacts with the following personnel:

1) Parent Program Worker _____

_____

_____

_____

Cont'd...

APPENDIX C

GROUP C - KINDERGARTEN EDUCATION PROGRAM

INTERVIEW QUESTIONS FOR TEACHERS (Cont'd)

2) Social Worker_____

_____

_____

_____

K. Discuss the effectiveness of their interventions._____

_____

_____

L. What changes in their role or assignments would you suggest?_____

_____

_____

_____

_____

_____

TEACHING & LEARNING

APPENDIX D

GROUP C - KINDERGARTEN EDUCATION PROGRAM

INTERVIEW QUESTIONS FOR EDUCATIONAL ASSISTANTS

1. What tasks do you enjoy doing most?

2. What tasks do you think are most important to the teacher?

3. Describe your involvement with parents

4. What is the one area (if any) that has given you the most difficulty?

5. What is the one area (if any) that has given you the most satisfaction?

Cont'd...

APPENDIX D

GROUP C - KINDERGARTEN EDUCATION PROGRAM

INTERVIEW QUESTIONS FOR EDUCATIONAL ASSISTANTS (Cont.)

6. What is the most difficult problem you faced as an aide?_____

7. How did you handle this problem?_____

8. What are some of the activities in your classroom designed to increase the self-worth of the children?_____

9. What are some of the activities in your classroom which provide learning-discovery - inquiry opportunities for the children?_____

10. Do you have a role in planning classroom activities? Explain. _____

Cont'd...

APPENDIX D

GROUP C - KINDERGARTEN EDUCATION PROGRAM

INTERVIEW QUESTIONS FOR EDUCATIONAL ASSISTANTS (Cont.)

11. For how much time a week are you involved in training?_____

Do you feel it is satisfactory?_____

Is it ever joint training with teachers?_____

12. Describe contacts you've had with guidance counselors, social workers, psychologists, etc._____

_____

_____

_____

_____

_____

_____

TEACHING & LEARNING

APPENDIX E

GROUP C - KINDERGARTEN EDUCATION PROGRAM

INTERVIEW QUESTIONS FOR SOCIAL WORKER - District #9

1. Describe your role as you understand it._____

2. Describe your involvement with a typical child who is having physical or emotional difficulty. _____

3. Which strategies do you use in handling these problems:

Counseling_____ Environmental Reorganization_____
Consultation_____ Referral_____
Case conferences_____ Other_____

4. How many of each of the following have you contacted regarding kindergarten children?

_____child
_____parents
_____teachers
_____ed.assistants
_____administrators
_____guidance counselors
_____psychologist
_____doctor
_____community agency
_____other

5. Which of these contacts have you found to be most helpful in bringing about change in the child?_____

Cont'd...

TEACHING & LEARNING

APPENDIX E

GROUP C - KINDERGARTEN EDUCATION PROGRAM

INTERVIEW QUESTIONS FOR SOCIAL WORKER - District #9 (Cont'd)

6. What are some of the limitations on your program's effectiveness?

_____

_____

_____

_____

_____

7. What changes do you suggest? _____

_____

_____

_____

_____

_____

_____

TEACHING & LEARNING

APPENDIX F

GROUP C - KINDERGARTEN EDUCATION PROGRAM

INTERVIEW QUESTIONS FOR PARENT PROGRAM

WORKER - District #9

1. Describe your role as you understand it._____

2. What were the most pressing needs in order to involve the parents more actively in community activities? _____

3. Describe the programs you developed to meet these needs. _____

4. What were some of the problems you faced in organizing and operating these programs?_____

Cont'd...

APPENDIX F

GROUP C - KINDERGARTEN EDUCATION PROGRAM

INTERVIEW QUESTIONS FOR PARENT PROGRAM

WORKER - District #9 (Cont'd)

5. What do you feel each of these programs accomplished?_____

_____

_____

_____

6. How many parents were involved with each of your programs?_____

_____

_____

_____

7. What would you do differently if you could start all over again?_____

_____

_____

_____

8. What changes could be made to make your job more effective?_____

_____

_____

_____

_____

TEACHING & LEARNING

APPENDIX G

GROUP C - KINDERGARTEN EDUCATION PROGRAM

PARENT PROGRAM QUESTIONNAIRE

SCHOOL DISTRICT #9

Dear Parents:

Throughout the school year 1970-1971, your child has been a part of a New York City Title I Early Childhood Program which uses the services of a Social Worker and a Parent-Program Assistant to work with the families and the children of the kindergarten classes in your child's school. The function of the Social Worker was to meet with the families of kindergarten children regarding the school and home. The Parent Program Assistant's duties were primarily to work with the parents of the kindergarten children to establish community activity workshops and to present inter-cultural programs.

We have been asked to evaluate how well this program is meeting these parental objectives. Your cooperation in completing the questionnaire below and returning it to us in the enclosed self-addressed stamped envelope will greatly help us with this evaluation.

Thank you.

A. SOCIAL WORKER

1. Were you aware of the existence and functions of the Social Worker in your school district (during 1970-1971) prior to this letter?

YES_____ NO_____

a) If YES: When did you first learn of the Social Worker's services to you? Give date _____.

b) If YES: How did you learn about the Social Worker's availability to you?

_____

_____

c) If YES: What services, information and help has been provided for you and your family by the Social Worker? (Please list)

_____

_____

_____

_____

Cont'd

APPENDIX G

GROUP C - KINDERGARTEN EDUCATION PROGRAM

PARENT PROGRAM QUESTIONNAIRE

SCHOOL DISTRICT #9

2. How many times did you meet with the Social Worker this school year?

List number of times _____

a) Did you discuss the physical health of your child and family?

YES_____ NO_____

b) Did you discuss the emotional health of your child and family?

YES_____ NO_____

3. Do you feel that the Social Worker provided some help for you and your family?

YES_____ NO_____

5. IF ANY, what services, needs or personal problems would you have liked to discuss with the Social Worker?

_____

_____

_____

_____

B. PARENT-PROGRAM ASSISTANT

1. Were you aware of the existence and functions of the Parent-Program Assistant in your school district (during 1970-1971) prior to this letter?

YES_____ NO_____

a) If YES: When did you first hear or learn about the Parent-Program Assistant's services to your family?

Give date _____

b) If YES: How did you learn about the Parent-Program Assistant's services and availability for you and your family?

_____

_____

Cont'd.

APPENDIX G

GROUP C - KINDERGARTEN EDUCATION PROGRAM

PARENT PROGRAM QUESTIONNAIRE

SCHOOL DISTRICT #9

c) If YES: What services, information and/or help has been provided for you and your family by the Parent-Program Assistant? (Please list)

_____

_____

_____

_____

2. How many times did you meet with the Parent Program Assistant this school year? List number of times _____

a) Did you attend any parent workshops this year?

YES_____ NO_____

b) If YES, how many parent-workshops did you or your family attend?

Number _____

c) What skills or activities were presented or discussed?

_____

_____

_____

d) Did you attend any intercultural programs this year?

YES_____ NO_____

e) If YES, how many intercultural programs did you or your family attend?

Number _____

f) What topics or areas were reviewed during intercultural programs. List:

_____

_____

_____

_____

Cont'd.....

APPENDIX G

GROUP C - KINDERGARTEN EDUCATION PROGRAM

PARENT PROGRAM QUESTIONNAIRE

SCHOOL DISTRICT #9

3. Do you feel that the Parent-Program Assistant provided some help for you and your family this school year?

YES_____ NO_____

5. If ANY: What greater help in community activities, skill development or parent's programs could have been provided for you by the Parent- Program Assistant throughout the school year? List.

_____

_____

_____

_____

_____

APPENDIX H

ANALYSIS BY SETTINGS AND DISTRICTS

1) Analysis by Settings %

Teacher Controlled	20.00
Teacher Led	34.28
Teacher-Educational Assistant Led	22.85
Teacher-Educational Assistant Monitored	8.57
Laissez Faire	14.28

2) Analysis by Districts %

Teacher Controlled

District 4	28.57
District 5	42.85
District 9	14.28
District 27	14.28

Teacher Led

District 4	25.00
District 5	33.33
District 9	16.66
District 27	25.00

Teacher Educational-Assistant Led

District 4	25.00
District 5	37.50
District 9	25.00
District 27	12.50

Teacher-Educational Assistant Monitored

District 4	33.33
District 5	33.33
District 27	33.33

Laissez Faire

District 5	40.00
District 9	60.00

APPENDIX I

Analysis of Environmental Variables Within 5 Kindergarten Environments

Teacher Controlled	Dist.	Teacher Number	Total Dists.	Activity Setting in ½ hr.	Avg. # Groups	Child Modal Role	Teacher Modal Role	Prep. Teacher Modal Role	Ed'l Ass't Modal Role	Avg. # Mat'ls Child Used	Mood
	4	1	2	3	1	Listen/Sit	None	Lead	Observe	0	
		2		2	2	Listen/Sit	Lead	---		2	
		3		2	1	Listen/Sit	Tell	---	Observe	0	
	5	4	3	6	1	Color	Tell/Lead	---		7	Conflict
		5		5	5	Listen/Sit	Tell/Lead	---		2	
	9	6	1	2	1	Listen	Lead/Tell	---		0	
	27	7	1	4	1	Listen/Sit	Supervise	LeadTell	Lead/Tell	1	
	Totals Project		7	Mode 2	Mode 1	Listen/Sit	Tell/Lead	Lead	Observe	2 Avg.	
Teacher Led	4	8	3	2	2	Listen/Respond	Lead/Question	---	Lead/Question	6	
		9		3	3	Discuss/Respond	Discuss	---	Discuss/Question	8	
		10		3	2	Listen/Respond	Lead/Supervise	---	Discuss/Question	1	
	5	11	4	1	3	Listen/Sit	Tell	---	Supervise	2	
		12		3	1	Sit/Respond	Lead	---	---	5	
		13		5	4		Lead	---	Indiv.Attention	15	
		14		3	1	Sit/Respond	Lead/Question	---	Indiv.Attention	3	
	9	15	2	1	1	Sit/Listen	Tell/Lead	---	Prepare Material	0	
		16		2	2	Discuss	Discuss/Lead	---	Lead/Discuss	2	
	27	17	3	4	5	ManipulateMat'l	Lead/Tell	LeadTell		10	
		18		3	1	Listen/Sit	Question		Prepare Material	0	
		19		5	1	Listen	---	---	Lead/Tell	0	
	Totals Project		12	Mode 3	Mode 1	Listen/Respond	Lead	Lead	Indiv.Attention	4 Avg.	
Teacher-Educational Assistant Led	4	20	2	2	3	Listen	Question	---	Demonstrate	6	Collaborative
		21		2	4	ManipulateMat'l	Lead/Question	---	Question/Lead	7	
	5	22	3	2	5	ManipulateMat'l	Lead/Resource	---	Lead/Respond	5	
		23		3	2	List/Manipulate	Lead/Question	---	Tell/Lead/Respond	5	
		24		2	2	List/Respond	Lead/Question	---	Resource	2	
	9	25	2	3	2	List/Respond	Lead/Tell	---	Lead/Question	5	
		26		3	3	Respond/Manip.	Respond/Lead	---	Lead/Respond	4	
	27	27	1	2	3	Mat'l Respond	Lead/Respond	TellLead	Lead/Respond	5	
	Total-Project		8	Mode 2	Mode	ManipulateMat'l Respond	Lead/Resource	TellLead	Lead	5 Avg.	

APPENDIX I (cont.)

Analysis of Environmental Variables Within 5 Kindergarten Environments

Teacher Monitored	Dist.	Teacher Number	Total Dists.	Activity Setting in ½ hr.	Avg. # Groups	Child Modal Role	Teacher Modal Role	Prep. Teacher Modal Role	Ed'l Ass't Modal Role	Avg. # Mat'ls Child Used	Mood
	4	28	1	2	7	ManipulateMat'l	Question/Res.	---	Lead/Question	10	Collaborative
	5	29	1	2	5	ManipulateMat'l Discuss	Demonstrate ResponseDiscuss	---	Response IndividualAttn.	8	
	27	30	1	3	7	ManipulateMat'l Discuss	Resource	---	Resource	11	
	Total-Project		3	Mode 2	Mode7	ManipulateMat'l Discuss	Resource	---	Resource	6 Avg.	
Laissez Faire	5	31	2	2	4	ManipulateMat'l	Resource	---	Repremand	5	Confiict
		32		3	5	ManipulateMat'l	Resource	---	Lead,Individual Attention	5	
	9	33	3	1	1	Unciear	None	---	Prepare Material	---	
		34		2	3	ManipulateMat'l	Respond/Ques.		Resource	8	
		35		2	3	ManipulateMat'l	Respond/Ques.	---	Resource	8	
	Total-Project		5	Mode 2	Mode3	ManipulateMat'l	Resource	---		5 Avg.	

GROUP C-KINDERGARTEN EDUCATION

PROGRAMS

EVALUATION STAFF

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